Implementing a Flexible Delivery Model at a Large Canadian Polytechnic During the COVID-19 Pandemic: Examining the Faculty Perspective

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Abstract

The COVID-19 pandemic may irreversibly leave its mark on education around the globe. As Canada's post-secondary institutions pivoted to online learning in March of 2020, faculty and administrators struggled to meet the needs of a new reality. The speed at which schools moved to remote learning was unprecedented (Hodges et al., 2020). Faculty adapted their lessons, administrators adapted their policies, and support staff compiled and created resources.

Red River College of Applied Arts and Sciences in Winnipeg, Manitoba, was just one institution that struggled to adhere to the ever-changing realities of the health orders the Province of Manitoba implemented. How did we do? This research seeks to analyze instructor feedback, from their perspective, on how they viewed the rollout of the flexible online delivery model and the supports and resources provided to faculty.

Pragmatism guided the philosophical approach of this study, which examined the individual perceptions of faculty as they navigated the move to online and blended learning. The CIPP framework (Stufflebeam, 1971) provided the steps and guidance of the evaluation process. The data collection included 1) an online survey which was offered to all faculty, and 2) one-on-one interviews with volunteer participants. Key themes were analyzed, coded, and then compared between the two instruments.

The findings suggest that, while the work of administration and support staff was appreciated by faculty, room remains for improvement to staff resources and the continuation of quality professional development. Central to that, the flexible online delivery model should be adapted and simplified. In addition, the resources to support it should be focused, streamlined, and reorganized to improve accessibility.

Finally, RRC may consider re-examining its crisis management and emergency management policies. While policies exist for sudden and short-term natural disasters, they were not prepared for an extended disruption of services. If Red River College embedded mentorships and support networks into their future crisis plans, this would facilitate the formal reconnection of managers, faculty, and staff to provide a safety net for wellness and professional development. Participants indicated that the pacing of resource offerings to faculty was intense and overwhelming due to a lack of cohesive leadership and oversight. Addressing this issue in

RRC's crises policies could clarify how the administration would, in the future, communicate instructions and designate who would oversee resource development and ensure accountability.

Acknowledgements

When I finally receive the parchment with my name emblazoned in bold across it, it will be with humility that I accept it on behalf of the team that supported and guided me.

My most sincere appreciation will go to the staff and faculty in the Department of Educational Technology and Design at the University of Saskatchewan. While you all sure made me work, I emerged from my program of study with gratitude for the dedicated professionals who, first and foremost, are guided by the philosophy that education is the pathway to improving and sustaining our communities, and no individual should be left behind. I want to extend my admiration and gratitude to Dr. Marguerite Koole, whose patience, gentle guidance, and extensive knowledge guided me not only through the bulk of my coursework but also through the lengthy and challenging process of the entire thesis process.

I am humbled and privileged to have accepted much of my external motivations from my daughters Serena and Tess. The promise that you will yell out “way to go, Mommy” at the convocation ceremonies (just like you did with my other degrees) has taken me through some very long days. I hope I made you proud. To my son Quinn, being an educator is a noble profession. Wherever your final path takes you, I hope I have inspired you in some small way. To my husband Peter, I can’t give you back all the canoe trips I missed because I was working, working, and working, but I can promise you I am all in for the many adventures to come.

Thank you to the staff and faculty at Red River College of Applied Arts and Sciences. Your support and interest in my research were very satisfying. For all of those who said you would read my thesis: I took names, and I will hold you to it. Kurt Proctor and Daryl McRae: it took so long to finish this master’s degree that I went through two Department Chairs. Thank you to both of you for your encouragement and support. Thank you also to all my well-wishers: friends, family, and colleagues. You all walked with me on this journey.

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List of Abbreviations

AM	Adaptive mentorship
CIPP	Context/Input/Process/Product
CLPE	Centre for Learning and Program Excellence
D2L	Desire to Learn
FODM	Flexible Online Delivery Model
GROW	goal, reality, options, way forward
ICT	Information and communication technology
LM	Logic modeling
LMS	learning management system
LTC	Language Training Centre
RRC	Red River College
SAMR	Substitution, augmentation, modification, and redefinition
SEAS	School of Education, Arts and Sciences
SM	Survey Monkey
ST	System Theories
TFL	Teaching for Learning Program
TPACK	Technology, pedagogy, and content knowledge
VPN	Virtual private network

Chapter 1: Introduction

1.1 A state of Change

On March 13, 2020, Red River College (RRC) implemented a study week for all students in response to the COVID-19 global pandemic (Red River College, 2020). I remember being in class at Red River College on the Notre Dame Campus when the email came notifying all staff and students that we would be transitioning to a remote learning model for the rest of the winter term. Immediately, the students panicked, "What will I do with my kids if I don't have childcare?". "What about practicum?" "Will we graduate?" Another email popped into my inbox from my Chair calling an emergency meeting of all faculty in the department of Teacher Education. What was the plan?

The World Health Organization advised educational institutions across the world to implement emergency plans for educational facilities (World Health Organization, 2020). How would Red River College react? Then another news alert arrived indicating that Secondary schools across Manitoba would all be closing for three weeks beginning March 23, 2020 (Froese & Gowriluk, 2020). Two rapid texts arrived from my daughters, "Mom, do I go to school on Monday?" and "I think my nursing clinical may be cancelled which means I won't graduate on time." A coworker walked across the hall to ask if I had heard. What will happen next? What IS the emergency plan? Similar questions were being asked around Canada, around North America, and around the globe. Ultimately, The World Bank would define the time from March of 2020 to June of 2020 as the "coping phase" (The World Bank, 2020) as national education systems attempted to adjust in these moments affecting billions of children and adults. The immediate solution by RRC was to cease classes for a week.

The purpose of pressing this "pause" button on the delivery of the 200 college programs in the middle of the term was to maintain the health of the staff and students at the college. This study week also complied with emerging provincial health directives and the declaration of a state of emergency (Government of Manitoba, 2020). It allowed a week for instructors to prepare courses as the college transitioned to an online delivery model for the rest of the term. This management decision in reaction to a global health crisis required a drastic pivot by some

programs to adapt to a new way of teaching and learning. Immediate strategies had to be implemented, and longer-term strategies had to be planned

While many staff and students felt this shift to online learning was a temporary mode of delivery for the college allowing everyone to cope for a few weeks, embracing new technologies to revolutionize program delivery was already envisioned in 2016, long before the COVID-19 pandemic. According to RRC's published Strategic Plan for 2016 to 2021:

> There are fundamental changes taking place in how we provide, assess, and resource education, yet the vital role of faculty in elevating student success remains as essential as ever. Supporting faculty development and enhancing instructional practice are critical requirements for meeting students' needs. Well-trained faculty working in concert with passionate support staff and administrators will lead to better outcomes for students, graduates, and the community. Elevating student success also requires that the college prepare students to meet the needs of employers. In a world increasingly dependent on technology, the strategic use of technology is of paramount importance in delivering education. (2016, p. 18)

The above excerpt from the strategic plan indicates that RRC leadership had planned to implement a flexible and adaptable blended delivery format for many years. This transition plan was more than a short-term, hastily cobbled-together reactionary policy. Responding to the COVID-19 health crises was a catalyst that accelerated the rollout of a deliberate and specific model. However, the college lacked a plan for implementation.

Dr. Christine Watson, the Interim President and CEO of RRC, sent out an email to all staff announcing the sudden mandatory study week implemented on March 13, 2020 and effective until the end of day on March 23, 2020. Watson's email outlined that instructors were not to assign any new work to students and that instructors could use the time to prepare their courses for online delivery (Watson, 2020).

To support staff during these abrupt changes in instructional planning, RRC's Centre for Learning and Program Excellence (CLPE) accelerated the pace of providing resources for instructors. The immediate goal was to provide help to instructors to ensure a rapid and smooth transition to online learning (Esani, 2010). On the return to class after the study week, entire programs had transitioned, where possible, to a distance delivery model using the Brightspace version of the Desire to Learn (D2L) learning management system (LMS). The focus now

shifted to providing support for instructors and students not only to cope with the pandemic but also moving forward as a long-term strategy.

1.2 Overview of Research

This research examines the implementation of a model created by RRC in order to guide the rapid transition from a largely face-to-face learning environment to a largely online and blended learning environment. While the purpose of this paper is to examine the institution's response to an event (COVID-19 global pandemic), it also surfaces the pressures that institutions like RRC were already experiencing, well before the lockdowns in March of 2020, to provide a more flexible model of learning.

Before COVID-19, post-secondary institutions were already hearing that students wanted more flexible learning options to accommodate family and work responsibilities as well as to accommodate for varied time zones for international students (Napier et al., 2011). Across Canada, institutions were beginning to offer more online learning opportunities. A survey of 234 Canadian post-secondary institutions in 2019 reported a 10% overall increase in the offering of online courses (Bates et al., 2019). There was also data to highlight the importance of online learning for post-secondary institutions. Of the surveyed institutions, 33% ranked the importance of online learning for long-term planning as 'extremely important' (Bates et al., 2019, p. 32). Institutions were assessing the viability of using online learning for potential costs savings, although generally, there is little evidence that quality online learning can be delivered at reduced costs (Bates, 2019; Marsh et al., 2003). The challenge, however, is in the transitioning from one method of delivery to the full implementation of an alternative model of delivery. Delivering in blended and online environments involves more than merely transitioning from face-to-face content to online learning. Ensuring effective pedagogy requires a careful overhaul of the lesson designs and their lesson delivery strategies (Bates, 2019; Esani, 2010; Wolcott, 1991).

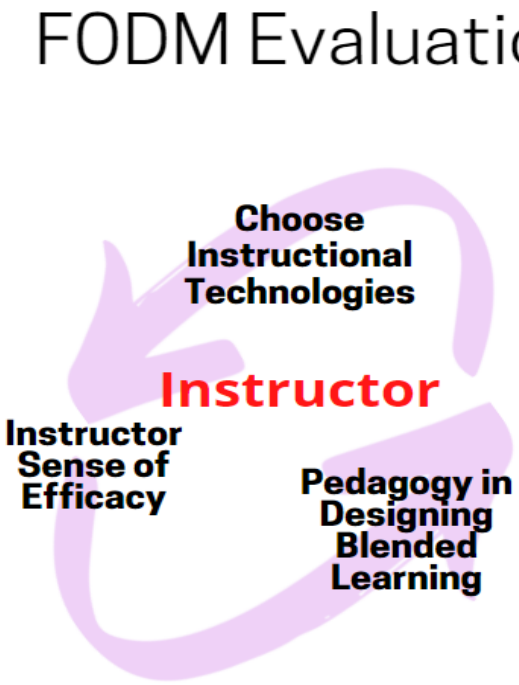
In order to ensure a high-quality, smooth transition to online learning, instructors and support staff require the means to shift from the old way of doing things to the new way of doing things. Moving to online learning is not a small change but a significant modification of an institution's fundamental way of doing business. This involves changing the technological and

administrative structures, including the underlying culture and attitudes of the employees and leaders (Reiser & Dempsey, 2007). If the employees responsible for implementing the change are unable to see the value and purpose, long-range improvements cannot be sustained (LoVerme & Kotter, 2019; Mora & Vieira, 2020).

Research is needed to evaluate and inform implementation for new educational models and help inform long-term culture change, particularly when a crisis necessitates change, but the institution lacks a clear plan. The figures below depict the process of RRC's instructional culture change with the driving forces being better staff development through improved training on the use of and choice of technology (Figure 1.1), and the mentorship of staff to improve faculty self-efficacy (Figure 1.2).

Figure 1.1

FODM Evaluation and Instructor Knowledge in Online Learning



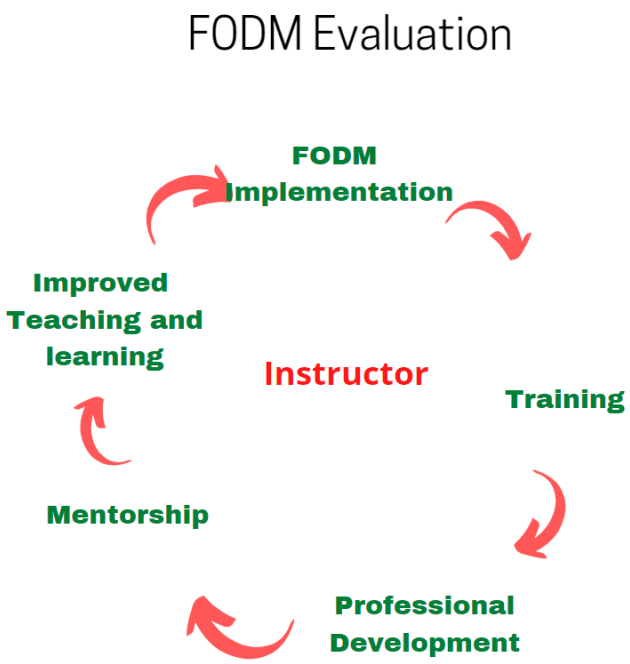
In the centre of Figure 1.1, I have placed the instructor to indicate they operate in an environment where they require knowledge and confidence to make the switch from face-to-face

to online learning (Esani, 2010) as well as time to allow for thoughtful course redesign (Dhawan, 2020). Instructors need to plan, design, and deliver their course with purpose, and to do this well they require good pedagogical knowledge. Instructors require specific professional development focused on designing blended and online learning environments. In figure 1.1, I have also included "instructor sense of efficacy" to highlight that confidence in being able to maser a task is integral to an instructor's willingness to take on a challenge and persevere (Bandura, 1982; Driscoll, 1994).

Figure 1.2 shows how development opportunities feed improved teaching and learning. To provide an example, consider a welder who has just been hired at RRC as an instructor. This is the new instructor's first experience with teaching in a post-secondary environment. While they are a content expert, they are just beginning a career as an instructor. They cannot excel in their new career without considerable investment in learning about and improving their pedagogical practices. Providing quality technical training on the use of the LMS is essential to ensure that instructors can function with confidence in this environment. Professional development will also be needed in order for the welding instructor to apply good pedagogy to design, plan, and deliver their courses. To sustain ongoing development and provide emotional, technological, and pedagogical supports, mentorship will help the instructor to maintain momentum, set goals, and follow a plan. These interventions should eventually lead to improved teaching and learning. This cycle continues and repeats over and over as the instructor uses the resources of training, professional development, and mentorship to constantly improve and adapt to new environments.

Figure 1.2

FODM Resources to Improve Teaching and Learning



This research evaluates how well, upon the implementation of the FODM, instructors were supported by training and professional development during the pandemic. A review of the literature (Chapter 2) indicates quality training and professional development combined with mentorship may lead to improved teaching and learning and a better sense of staff efficacy (Wright & Turville, 2006). Table 1.1 outlines the needs of instructors and how, if needs are addressed, the instructors can see improvements in their practices.

Table 1.1

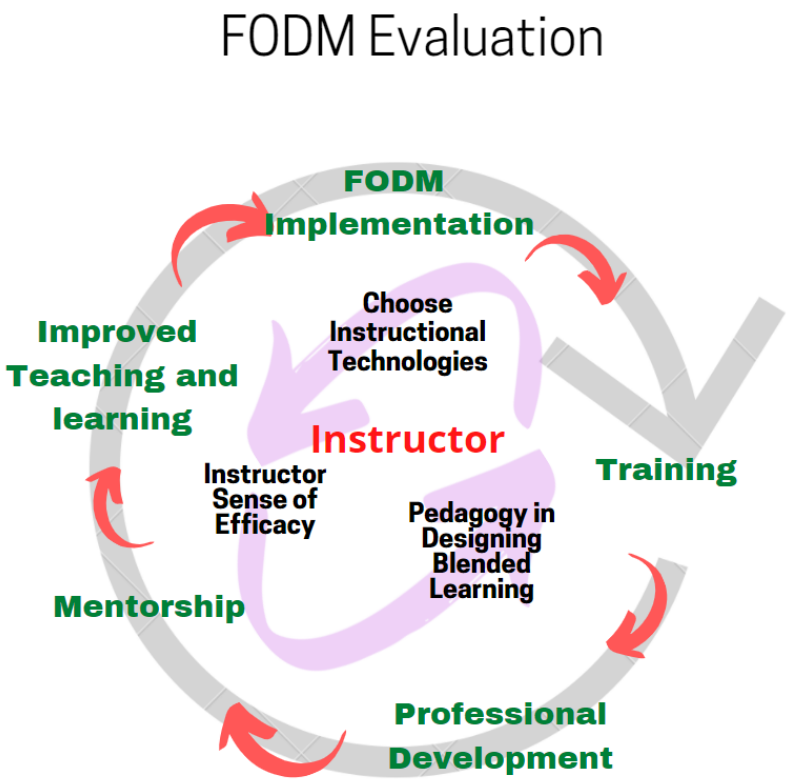
Instructor Proficiency with FODM

Instructor Proficiency with FODM Implementation		
Resource	**Needs (examples)**	**Practices**
Training	• LMS overview • Content uploading • Quiz Design • Discussion boards • Enhanced accessibility • Announcements • FODM consistency (fonts, links, headings, organization) • Communication protocols	The instructor is able to use the LMS to plan, design, and deliver their courses. Technology is not a barrier to quality online course design
Professional development	• Assessment pedagogy • Design pedagogy • Engagement pedagogy • Scaffolding pedagogy	The instructor is able to plan, design and deliver their courses according to professional standards of good pedagogy.
Mentorship	• Emotional support • Connect with an expert • Build confidence • Develop a plan for PD and training • Accountability • Continuous learning • feedback	The instructor feels confident and supported both professionally and personally. The mentorship process allows for formal goal-setting and personal accountability. Reflective practice is in place.
⇓⇓⇓⇓		
Improved Teaching and Learning		

Figure 1.3 (below) shows an instructor in their online classroom environment (the LMS) choosing their technologies and applying with confidence their knowledge and expertise of pedagogy (efficacy) as they plan, design, and deliver their courses. The exterior, clockwise circles suggest a relationship between training, professional development, mentorship, improved teaching and learning practices, and the FODM policy. These elements can happen in any order. For example, the welder may contact a mentor weekly, but they may only partake of formal training once per semester. The point is that all these processes are complementary but also complex and interrelated.

Figure 1.3

Process to Improved Teaching and Learning



With the mandated move to online and blended learning in the spring of 2020, instructors now need to use online technologies to improve course organization and increase engagement and collaboration amongst students. Many educational technologies exist, but without any

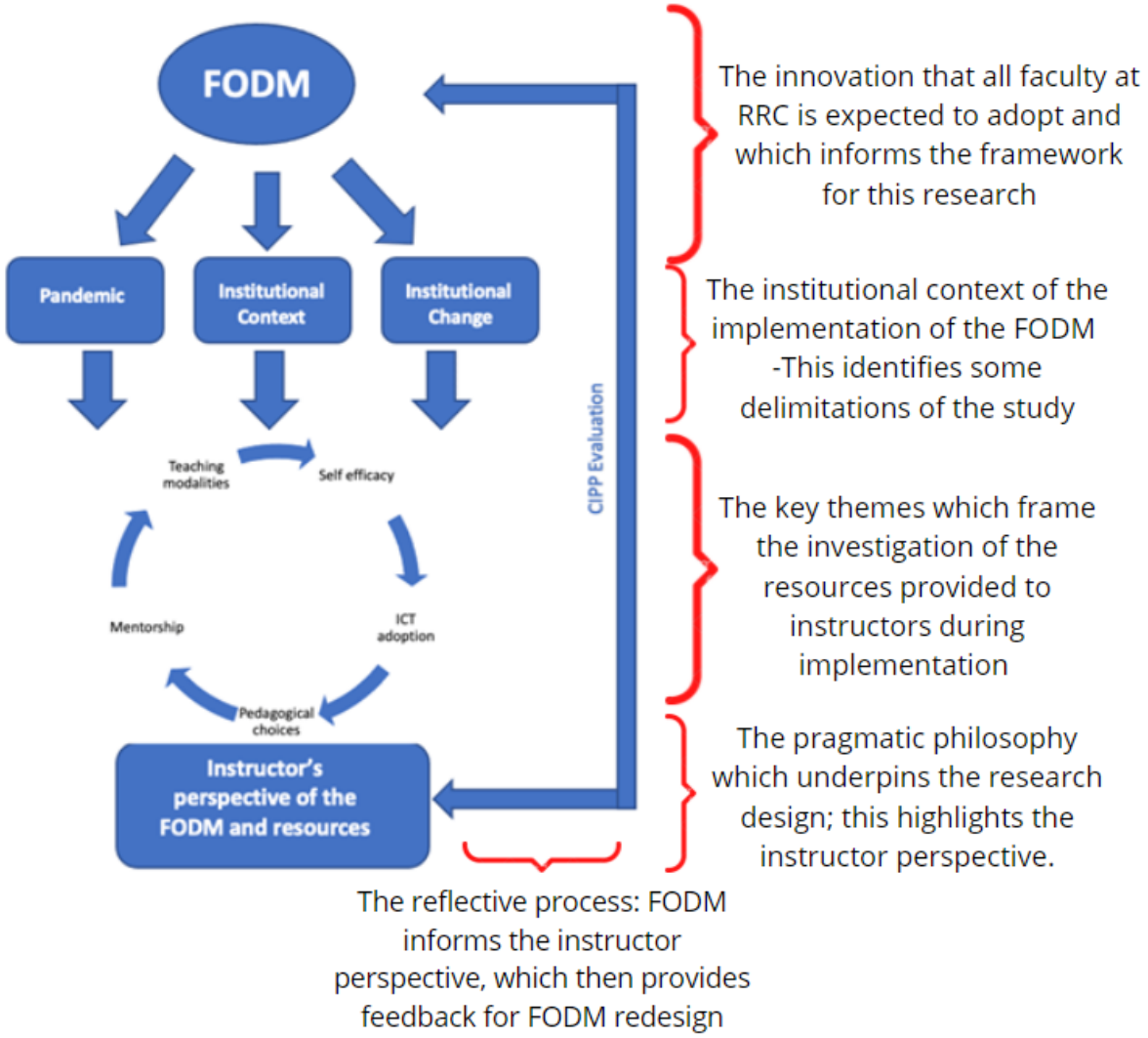
professional development or background, how would an instructor navigate the available technology options to provide best practices for their students (Hamilton et al., 2016)? For many instructors, the focus is on the content, knowledge, and application they wish to impart to their students. A carpentry instructor, for example, may wish to teach a lesson on cutting dovetail joints. Suddenly, due to the pandemic, they need to find a way to demonstrate it online, and the instructor then needs to choose the best technological medium and format − something never included in their own carpentry training years prior. Policies, procedures, resources, training, mentorship, and professional development influence learning and development to continually improve towards an end goal of improved teaching and learning.

1.3 Conceptual Framework

In order to conceptualize the entire research study, I have created a graphic (Figure 1.4) to summarize the main elements and themes. At the top of the graphic is the implementation of the FODM at RRC and the supports provided to instructors in the way of training, professional development, and mentorship. The research instruments (interview and online survey) were designed to evaluate whether these faculty supports increased and instructors' sense of proficiency in planning, designing, and delivering their courses according to good pedagogy. In addition, the instruments were designed to evaluate if staff were confident in choosing educational technology and if they had an improved sense of self-efficacy when approaching the new teaching challenges highlighted during the COVID-19 pandemic. The choosing of pragmatism as a philosophical positioning guided the framework to ensure that the design supported the investigation of the research questions through the eyes of the instructor as based on their first-hand experience and reflective practice (Morgan, 2014). Instructor perspectives were gathered, and final recommendations were made to inform the ongoing redesign of the FODM and accompanying instructor resources.

Figure 1.4

Concept Framework



1.4 Rational

The slogan for RRC is "What We're Doing is Working." This slogan highlights the college's strengths in preparing students for the workforce, but does it also imply that there is no room for progress or no need for improvement? This slogan could indicate that the current college leadership believes in their organization's current practices and goals. Effectiveness can be defined as "producing a decided, decisive or desire effect" (Merriam-Webster, n.d.). The

speed at which schools, both secondary and post-secondary, moved to remote learning was unprecedented (Hodges et al., 2020). Creating a benchmark is essential to provide data so the college can evaluate the FODM implementation. As the FODM framework evolves, it is important to locate a baseline of performance to know if the college is reaching the desired goals before adapting existing ones or setting new ones.

Institutions all over Canada continue to struggle with how to ensure that students feel that they are receiving a quality education, particularly during the pandemic and subsequent shift to remote learning. A review of the literature indicated that for this time frame (COVID-19), there is a significant gap in evaluative research regarding the quality of post-secondary deliverables during the period of online learning from Spring of 2020 to winter of 2021. Administration designs policies, resources, and philosophies with the best of intentions, but it is important to know when staff have implemented them according to expectations and have provided students with a quality education. The college cannot afford to wait for feedback from industry. While the college meets regularly with stakeholders, it could take a long time before students who graduated during or immediately after the pandemic enter the work force and for employers to evaluate graduate quality. This could be a lengthy multi-year process before industry stakeholders identify deficits and are able to inform the decision-makers at RRC. RRC needs current data to inform policymakers so they can identify weaknesses and adapt policies. This study will help to inform administration at RRC and offer insight to other institutions as they seek to evaluate their own policies.

This study presents the results of a review on how the RRC supported instructors and students in this transitional time from an instructor perspective. During this study, I collected data from instructors in order to access their opinions on current teaching directions and to inform future decision-making (Mark, 2009).

1.5 Significance of the Research

RRC is Manitoba's largest publicly funded college. There are over 30,000 full-time and part-time students enrolled in more than 200-degree, diploma, and certificate programs in arts, science, education, and apprenticeship. There are over 833 faculty and a total of over 1,700 full and part time staff. (Manitoba Advanced Education, 2015). Of its $179 million annual budget,

55% is provided by the provincial government (Manitoba Advanced Education, 2015). Logically, this means that many stakeholders are invested in RRC emerging as a leader of applied learning among Canadian post-secondary institutions. Each stakeholder has related but different priorities: faculty care primarily about working conditions while the administration cares about the economic viability of the college as well as the global reputation of the college as an institute of learning and applied research. At the same time, the student stakeholders want to ensure they are well-prepared for their future, and industry stakeholders want to ensure access to quality graduates with the necessary hard and soft skills to future-proof the Manitoba economy.

From Fall of 2018 to Spring of 2019, 4,544 RRC students graduated, with 96% of those grads entering into the workforce (Red River College, 2020). As the vast majority of programs continued to operate during the following school year, this means that thousands of students and employers will be affected by the quality of the programing during the pandemic-driven shift to online learning. By evaluating the move to online learning after the first year of implementation, policy makers collect data to inform any review processes in a timely manner. Gaps can be discovered, and decisions can be made to review programs, models, and policies to inform in-process improvements. This allows RRC to get ahead of any issues and revise policies, models and, student and/or instructor resources to ensure quality is sustained.

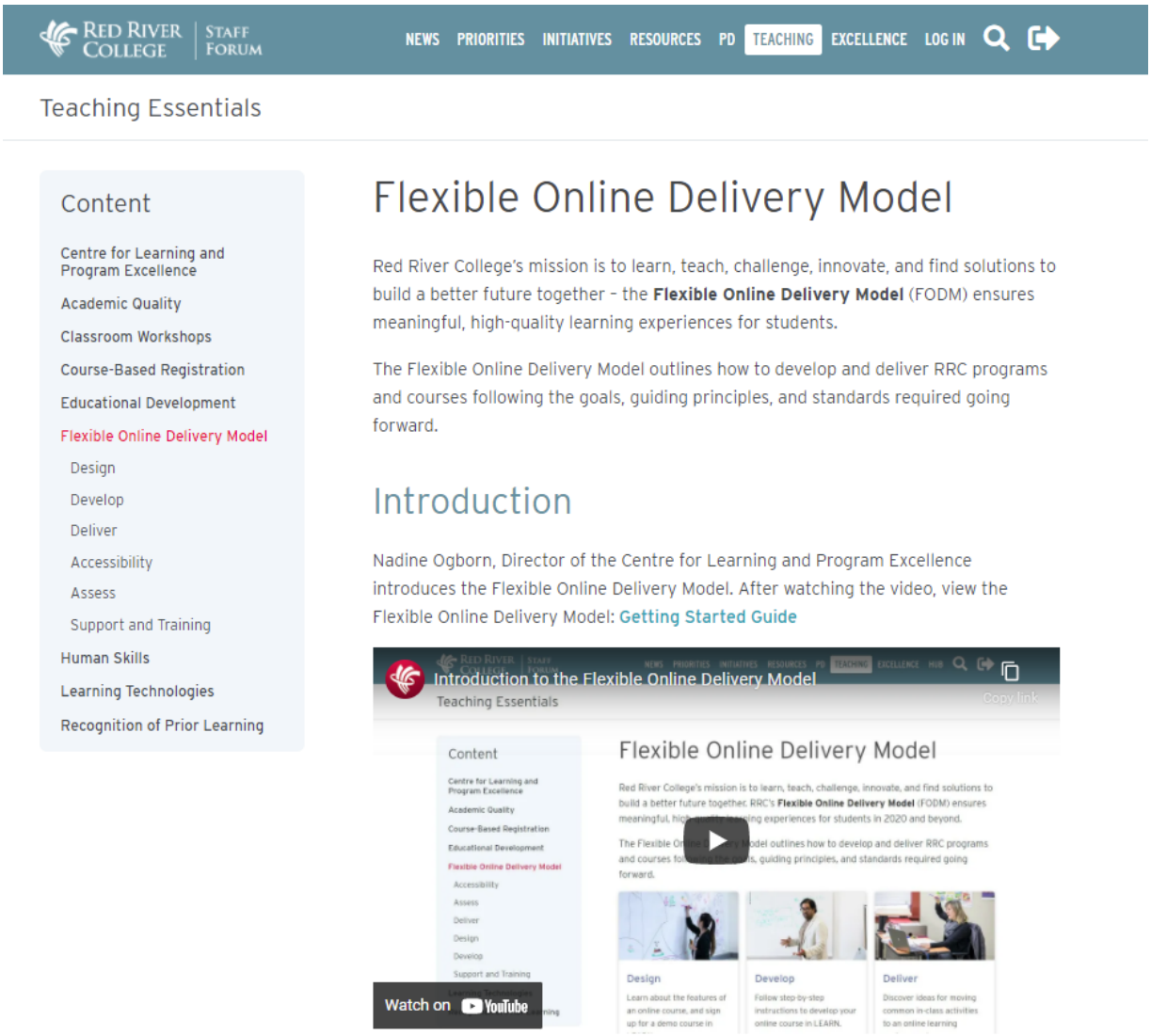
1.6 The Statement of the Problem

When large institutions need to adapt to new practices and policies quickly, often the answer is to churn out as many resources and supports as quickly as possible. However, this may cause a "dump" of information on employees, leaving it up to the employees to curate their own list of prioritized tasks, resulting in a lack of standards, a lack of a cohesive plan, and uncertain expectations. By surveying instructors after the Winter 2021 start of term, it was possible to gather data about how instructors were coping with these policy changes. This research evaluates the implementation of the Flexible Online Delivery Model (FODM) from the perspective of the faculty. This data is vital for informing college administrations of any adaptations necessary to properly steer their leadership towards better pedagogical practices and ways to support instructional staff.

The FODM is a framework that provides a set of expectations in how the school will deliver its programs with more flexibly. The FODM website offers a curated set of resources: how-to-videos, LEARN courses, links, examples, and module templates. This website has been continuously updated and restructured to enhance clarity by the CLPE team. Figure 1.5 is a screenshot of the June 2021 iteration:

Figure 1.5

Flexible Online Delivery Model Website

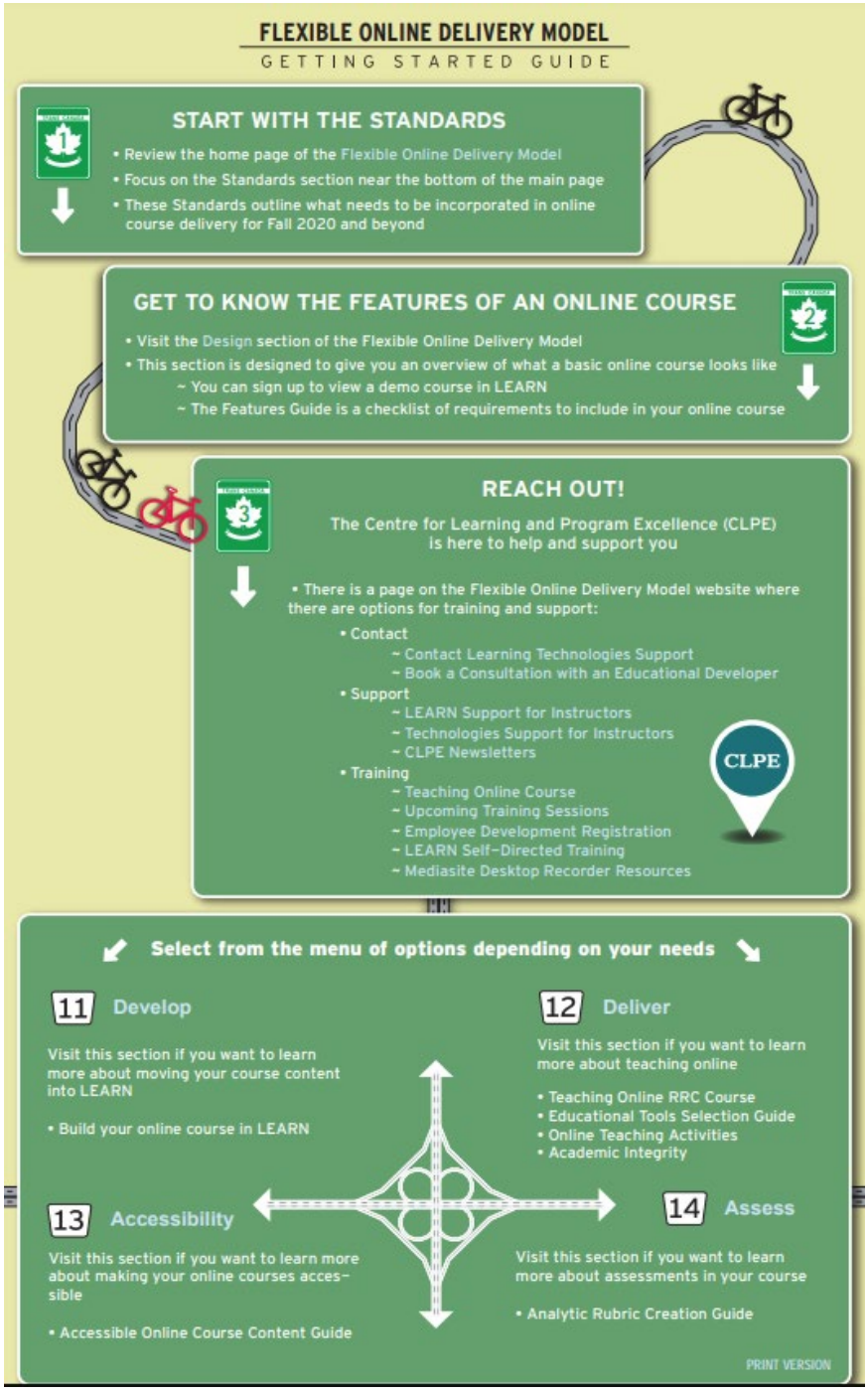


From https://www.rrc.ca/staff/teaching-essentials/flexible-online-delivery-model/ © Red River College, 2020

CLPE created a graphic (Figure 1.6) to provide a more visual representation of a getting-started guide, which also appears on this website:

Figure 1.6

Flexible Online Deliver Model Getting Started Guide



From: *https://cpb-ca-c1.wpmucdn.com/ www.rrc.ca/dist/c/87/files/2020/08/ fodm-getting-started-guide.pdf* 2021 © Red River College

1.7 Research Questions

In order to guide and focus this research, I created a series of questions meant to explore the issues surrounding the rapid movement to online learning relevant to RRC. The scope of these issues is broad and complicated. A way to manage this scope was to narrow the lens to only examine the perspective of the faculty. Faculty experienced first-hand the planning and strategizing necessary to deliver classes. To this end, the following research questions were developed:

1. According to faculty perceptions, has the implementation of the FODM prepared and supported staff in delivering programs to students at Red River College of Applied Arts and Sciences?

1.7.1 *Research Sub Questions*

a. How do staff rate the courses, resources, and professional development that they have been provided?
b. What type of technologies can staff access in order to deliver their courses?
c. How are learning communities and mentorships being made available to improve faculty's self-efficacy in delivery using the flexible online delivery?
d. Do staff feel confident in choosing their information and communication Technology (ICT) purposefully and according to best practices?

1.8 Delimitation and Limitations of the Study

1.8.1 *Delimitations*

The implementation of the FODM is stimulating institutional change at a rapid rate. It affects what technology tools will be used, how content will be organized within the LMS, and how instructors chose methods and assessments. As can be seen in Figure 1.5, the FODM website offers information on design, development, delivery, accessibility, assessment support and training. There is information related to nearly every aspect of teaching and learning online. While the site is comprehensive, there is potential for it to be overwhelming and/or unwieldy. This evaluation is predominantly intended to inform an ongoing and evolving institutional change. The focus of the research was the active instructional staff. I obtained basic

demographic information on participants to detect any differentiation in responses dependent on role, age, education, or experience. To preserve confidentiality, this was only described in the most general of terms. Originally, I had planned to assign pseudonyms to participants of the interview. However, as the data emerged, it became apparent that some participants gave very specific details that, if combined with other comments and attributed to a specific participant, could reveal that participant's identity. Rather than risk revealing participants' identities, I decided to not attribute any specific comments to any specific pseudonym. Because the participants openly criticized aspects of the FODM rollout, supports, and decisions, I felt it necessary to ensure a high degree of confidentiality.

I further decided to focus exclusively on the instructor perspective so the data would not become too broad nor coding too extensive. Focusing on the instructor perspective also eventually informed the choice of pragmatism as the researcher's philosophical positioning. Ultimately this experiential and personal understanding of the faculty's knowledge underpinned the research methodology design and guided the framework for the research. Pragmatism allows for the collection of data in order to explore how people "experience and come to understand the world in a practical sense" (Hothersall, 2019, p. 863). Although the administration at RRC had to make many changes and adaptations across the institution, I looked only at the implementation of the FODM as that is what directly impacted the instructors' daily work reality, and it was this model that the faculty were most qualified to reflect upon.

1.8.2 *Limitations*

Limitations of the study included the pressures of the fall 2020 term start-up, which possibly created a negative attitude in the participants and reluctance to participate (Podsakoff et al., 2003). Instructors were tired, frustrated, and overwhelmed which may have created emotions that impeded the reflection process when considering events of the previous year. This busy time may also have resulted in fewer participants in the research as faculty potentially were feeling that they did not have the time for completing the survey. Another factor out of the researcher's control was the number of respondents who chose to take the time to answer the survey. Busy employees may not have seen the value of responding to the survey and may have opted out.

1.9 Definition of Terms

Table 1.2

Definition of Terms

Learning management system (LMS)	A type of software often used at all levels in public education systems to manage content, offer student-teacher and student-student interaction, deliver summative and formative evaluations, participant activity tracking, and reporting. Examples of LMS's are Blackboard, Brightspace (LEARN) and Canvas.
Technology, pedagogy, and content knowledge (TPACK)	A model developed by Punya Mishra and Mathew J. Koehler in 2006 to to assist educators in their selection and justification of technology tools as applied to learning environments.
Red River College (RRC)	Red River College is Manitoba's largest applied learning and research institute. Its certificate, diploma, and degree programs are delivered across its 12 campuses, with 833 instructional faculty.
The flexible online delivery model (FODM)	The flexible online delivery model is a set of parameters and expectations that faculty at RRC is expected to follow in order to plan, design, and deliver their courses. This model was rolled out in March of 2020.
Information and communication technology (ICT)	Information and communication technology is defined within the parameters of this proposal as being any of the infrastructures that assists us in communizing with others. This can include wireless devices, hard-wired devices,

	applications, and programs. It can include innovative and new methods to communicate, or it can include established and fundamental technologies. ICT is already use at RRC and includes email, telephones, computer hardware, and software used to translate ideas and knowledge.
Teaching for Learning Program (TFL)	The Teaching for Learning Program refers to the certificate (required) and diploma (optional) streams provided to faculty at the college. Formerly known as the Certificate in Adult Education, it focuses on the pedagogy and methodologies in an applied, experiential series of courses.
Evaluation Study	A purposeful examination of an institution's program or course in order to evaluate how well resources are allocated and if improvements can be documented.
Mentorship	A relationship within which a "mentor" provides guidance to a "mentee" or learner for a period of time, usually with defined goals and ongoing reflective conversations to enhance skill or knowledge development.

1.10 Philosophical Positioning of the Proposed Study

When considering the framework for this study, I considered three epistemologies of knowledge and learning. The first, objectivism, was considered but was rejected. From my perspective, there is no finite truth or underlying reality of the college faculty's experience (Driscoll, 1994). Instead, an interpretivist perception seemed more commensurate with research that examines unique, individual perspectives (Driscoll, 1994). Interpretivism, however, was also discarded. While there are constructivist elements required for instructors to observe, process, and interpret the FODM, I feel it is important to place greater emphasis on the learner being a

situated participant in their own experience. To this end, I was more concerned with the perceptions and practical implications (Kivinin & Ristela, 2003; Kivunja & Kuyini, 2017). Pragmatism takes into consideration the concept that knowledge allows for a constant reflective understanding of reality and, therefore, the ability to continually reassess one's own knowledge construction as a personal interpretation (Driscoll, 1994).

I selected Pragmatism as the philosophical approach for the study. As this study is an evaluation of the adoption of the FODM at RRC, this philosophy which emerged from the work of Dewey (Kivinin & Ristela, 2003), is particularly relevant as RRC is an applied (experiential) institution. Pragmatism blends the theories of post-positivism and constructivism, recognizing that the world may exist apart from us as individuals but that we can only interpret this world reality according to our perceptions and understandings (Morgan, 2014). Pragmatism, as implied in its name, is pragmatic and lends itself to "boots-on-the-ground" problem-solving. In this study, pragmatism supports research in this situated, reflective philosophy to give voice to the individuals who applied the FODM and who managed issues in real-time for a future-oriented goal.

While asking for the faculty perspectives on using the FODM model in the design and delivery of their courses, pragmatism allows the examination of the individualized perceptions of faculty as they navigate the policies and environment of their world around them. Pragmatist research allows a focus on the experiences of individuals and allows questions about not only resources and training but, in the case of this thesis, also questions designed to elicit each instructor's evaluation of the FODM model. From a philosophical perspective, pragmatism focuses on how individuals make meaning of the realities they encounter and how to cope with practical issues (Goldkuhl, 2012).

Pragmatism as a research paradigm offered the ability to side-step paradigmatic boundaries. I was therefore not bound by choosing exclusively qualitative or exclusively quantitative methodologies. While primarily I used qualitative methods, pragmatism as a research paradigm allowed me to design the survey according to what I needed to know, unconstrained by one methodology or another. For example, the survey asked the respondents to rank the quality of resources on a 5-star scale. This style of question was used to gain a relatively quantitative response, but it was informed by the respondents making meaning of the resource

according to a personal judgement of whether the resource supported what the respondent considered to be of value as they navigated the FODM to plan, design, and deliver their courses (Morgan, 2014). This ability to mix methods allowed me to focus on the research questions and goals of the research, rather than consider the methodology (i.e., qualitative or quantitative) first, and the purpose second.

1.11 The Contributions of this Study

This study will benefit the RRC administration who will be able to use the final data and report: 1) for the purpose of their own evaluation, 2) to guide their ongoing policy decisions, and 3) to guide the ongoing professional development and training provided to instructors. The second contribution is to the general literature on changing institutional culture in terms of how staff adapts to moving from face-to-face to a more flexible delivery model. In today's climate, where institutions are uncertain of the next phase of the COVID-19 pandemic, having access to the evaluated experiences of other large institutions such as RRC to guide them may help them to implement their own models and resources more effectively and seamlessly.

1.12 Chapter One Summary

This chapter has provided an overview of the research and described the events leading up to the sudden shift to online learning in March of 2020. The purpose, rationale, problem statement, and research questions were outlined, and an introduction to some of the main topics of the literature review was identified. In addition, the chapter also included a discussion of delimitations of the study and a definition of terms. Chapter two provides a review of the literature, followed by a description of the methodology in chapter three. Chapter four contains the data analysis and findings, which are then discussed and summarized in chapter five, along with the final recommendations and possibilities for future research.

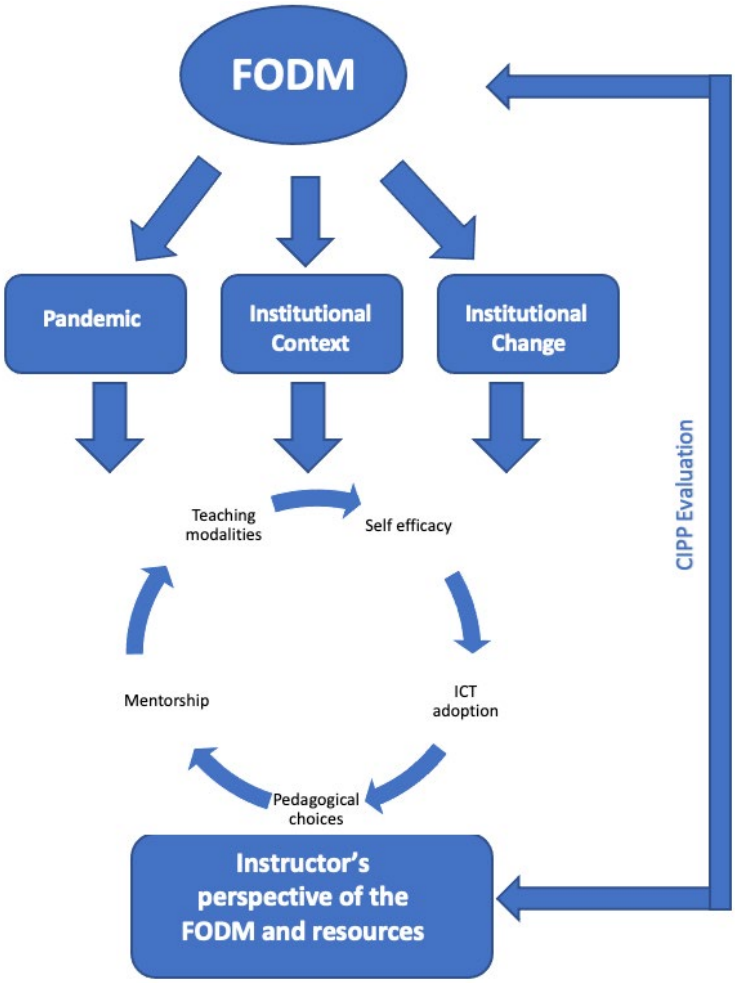
Chapter 2: Review of the Literature

2.1 Introduction

In order to better understand the key issues regarding the evaluation of the implementation of the FODM at RRC from a faculty perspective, a review of the literature was conducted. This review of the literature surveys the relevant research around culture change, specifically within the context of a large post-secondary institution when new technology expectations for faculty and staff are mandated. The reality of the COVID-19 pandemic has also been incorporated into this review of the literature with an examination of the impact of moving to online learning and how mentorships and resources can help to support instructors as they navigate change. The concept framework (Figure 2.1) was used to provide the focus and structure to the literature review as I attempted to identify the significant factors which influence culture change. In this chapter, the first section describes the institutional context at the college during the FODM implementation. The next section discusses changing cultures and reviews prominent literature in this area of research. This is followed by a section reviewing ICT adoption models, including TPACK and SAMR. The next chapter section deals with a discussion of the connection between mentorship and instructors' self-efficacy and how it can affect institutional change. The chapter concludes with a survey of relevant evaluation models, including a justification for the final choice of CIPP as the guiding model for evaluating the implementation of the FODM at RRC.

Figure 2.1

Conceptual Model



The COVID-19 was the impetus for radical and rapid change at RRC in the spring of 2020. As faculty moved to implement the FODM model, the change process was informed by the pandemic, the institutional reality (context), and the forces of institutional (culture) change at RRC. Figure 2.2 represents the main contextual realities that impacted the FODM implementation.

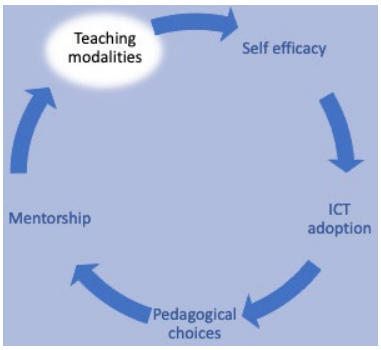
Figure 2.2

FODM Implementation and Pandemic Institutional Context

RRC, was not unique in its challenges and rapid policy adaptations. Institutions worldwide scrambled to pivot to online and blended learning due to the COVID-19 pandemic in the spring of 2020. Yet well before this pandemic event, it was students who were driving this push to a more flexible model before the pandemic (Napier et al., 2011). Between 2011 and 2015, there was a 58% increase in online course registration at Canadian universities (Wotto, 2020), suggesting that students saw new opportunities opening up in virtual classrooms. On the other hand, institutions may be attracted to blended and online learning to increase efficiencies in delivery (no physical classrooms with seat limits) (Napier et al., 2011), even though research indicates that blended learning may not provide cost savings (Marsh et al., 2003). Moving to an online environment is not just about converting content from a face-to-face to a virtual environment, but rather it requires an overhaul of the course design to establish the most appropriate teaching approach in terms of overarching learning theory, the mode of delivery, and readily available technology (Bates, 2019). In addition, the needs of the learner must be addressed along with the needs and limitations of the instructor (Bates, 2019). Post-secondary faculty need time, support, and resources in order to set them up for success (Johnson, 2020). One of the most challenging barriers in online and blended learning is the development of a social presence. The creation of an online community may help to limit feelings of isolation and create increased comfort and a sense of belonging (Napier et al., 2011). This sense of community, along with careful course design, can promote better students engagement. Research suggests increased engagement directly connects to greater interaction and enhanced learning (Napier et al., 2011). Generally, online and blended learning environments require purposeful design well in advance of the start of the course, and explicit and detailed instructions require that the entire course content, delivery methods, and assessments to be mapped out (Esani,

2010). Instructors should be identifying their learning goals and then choose technology as best supports that goal (McQuirter, 2020). In our current reality, is important to consider what this meant for educational institutions, at all levels, when the COVID-19 pandemic caused a sudden pivot to online learning.

2.3 Challenges of Online and Blended learning During the COVID-19 Pandemic



According to a crowdsourced data collection project by StatCan from April 19 to May 1, 2020, 26% (26,000) of respondents experienced some type of course postponement or cancellation (StatCan, 2020). Student respondents reported that some of their courses (17%) or all of their courses (75%) moved to online delivery (StatCan, 2020). Students reported that this rapid change to online instruction was challenging due to a lack of appropriate tools or appropriate learning environments (StatCan, 2020). Students also reported dissatisfaction with the limited level of opportunities to collaborate with other students (Lederman, 2020) during the spring of 2020. Instructors operated in an environment where they needed to manage high student stress levels. A fall 2020 survey of RRC students reported a high level of stress regarding the COVID-19 pandemic (60%), increased isolation and anxiety (70%), and concern about the effects of the pandemic on their future (82%) (Centre for Innovation in Campus Mental Health, 2020). In response to this data compiled by this survey, RRC created a roadmap to help deal with students at risk of mental health trauma during and post-pandemic. Within the context of this roadmap, instructors are expected to be part RRC's capacity to respond to early indicators of students' health concerns (Healthy Minds, Healthy College Steering Committee, 2021) all while these same instructors are dealing with their own pressures to perform during uncertain times.

Educational institutions had little choice but to scramble to try to use technology and LMSs with little time to thoroughly consider e-learning methodologies to deliver quality education (Dhawan, 2020) in the spring of 2020. Institutions were prevented from going back to "normal" face-to-face classrooms; this sudden and chaotic shift became a longer-range reality as the pandemic dragged on into 2021. Educational technology websites and parent companies of

software applications provided their platforms free to users, along with how-to videos and offers of training and professional development (Dhawan, 2020). Were colleges ready to use technology to deliver courses? Insight into the student experience suggests that many institutions struggled. According to a national (Canadian) survey of students in undergraduate programs, before the move to remote learning, 51% of students rated themselves as being "very satisfied" with their courses. After moving to remote learning, only 19% of this group of students self-reported as being "very satisfied" (Means, B.; Neisler, J.; with Langer Research Associates., 2020).

As the pandemic went on, time allowed post-secondary institutions to take a breath and plan the fall 2020 courses with more mindful strategies. Teaching online demands a different and additional set of skills than face-to-face teaching (Brennan et al., 2021).

> Faculty and staff need collegially approved guidelines and professional development, as part of their normal workloads, on designing courses to be taken online that do not burden students with extra work or instructors with extra grading, and yet manage to replicate some of the in-person experience. This kind of training will require intentional investment as well as significant discussion within disciplines: replicating a faculty member walking a class through a math solution will require different resources and methods than replicating a classroom discussion of ethics. For this reason in particular, robust collegial oversight of online courses and programs, from the department level up to the senate, is critical to maintaining program integrity and quality. (Means, B.; Neisler, J.; with Langer Research Associates., 2020, p. 14)

The mandated move to online learning could also be seen as an opportunity to "shift further along the continuum from teacher/subject matter centered to student/activity-centered education methods" (Rapanta et al., 2020, p. 929). Online and blended learning could be a way to introduce more multi-media and focus more on activities where students must think critically and apply their learning (Rapanta et al., 2020).

The hypothetical welding instructor I mentioned in chapter 1, went from a highly hands-on, face-to-face classroom where demonstrations and applied learning took place in on-campus workshops, to a highly theoretical environment where processes were demonstrated by the instructors remotely. The curriculum was adapted to put theory in place of applied learning. In the nursing program, students unable to participate in clinical health settings were required to purchase expensive virtual simulation software. Instructors who were used to speaking directly to large groups of in-person students suddenly found themselves trying to learn Webex or

Microsoft TEAMS video conferencing software. Valuable class time was used up trying to share presentations and managing cameras and microphones. Instructors were faced with only a participant list of students in a virtual class as the bandwidth could not manage video displays. Student engagement became problematic as getting students to turn microphones on and off, turn their cameras on, or to use the chat (all while dealing with internet problems and buffering delays) created a stilled and awkward environment. Resource development and training took time. Instructors and students struggled to gain proficiency.

Faculty input into decision-making is crucial to ensuring quality education at our post-secondary institutions. Rapid and unilateral decision-making can result in policies and pathways designed without proper data or information (Brennan et al., 2021). Making decisions without consultation could result in a disconnect between what the perspective and needs of faculty are versus what the administration thinks is required. The administration would be well-served to listen to what faculty needs to help them improve their skills and develop their self-efficacy. An important reason for this study is to explore whether the FODM at RRC is meeting the needs of the faculty.

2.4 Changing Institutional Culture

> *"I'm a little bit skeptical that … [there] will be a real cultural change, except for its mildly better adoption of learning because, honestly, in my department, well, it's hard to change the culture, right?"*
>
> -Interview participant

In studying how to effect change in a large institution like Red River College, it can be helpful to consider first and second-order changes. First-order changes include making small changes but essentially leaving the existing organizational norms in place. Second-order norms change entire value structures requiring new knowledge and skills (International Society for Technology in Education, 2012). First-order changes tend to be more piecemeal, making small changes but leaving the basic system intact. Systemic changes associated with second-order changes speak to changing an entire structure, including the underlying culture and attitudes of the system (Reiser & Dempsey, 2007). Reflective conversations between leaders and employees allow for communication of both the emotions and the ideas of faculty. Enhanced and deliberate

communication allows leadership to understand the realities of both groups (Senge et al., 2015), and connects again to this study's philosophical positioning of pragmatism. For either change process, mentorships may be efficacious to provide both the agents of change and the methodology of change.

In 2021, RRC officially opened the Innovation Centre at their Notre Dame Campus. The President and CEO of RRC was quoted in a March 2021 news release "Projects like the Innovation Centre and the development of new programs and micro-credentials are critical as we continue to future-proof education in Manitoba, and to prepare a workforce with the trained professionals that employers need today, tomorrow and decades from now" (RRC Polytech, 2021). Higher Education institutions that fail to adapt may face reduced relevancy. RRC declared further in this March 2021 news release that it will "…take a flexible approach to academic planning this fall to support the blended delivery of courses…" (RRC Polytech, 2021). While the goal of the institution is clear, what is less clear is the process to change the culture of teaching and learning at the college and to support instructors so the quality of their course delivery models is ensured. Instructors at RRC cannot simply put their resources into a learning management system (LMS) and hope students will adapt. Rather, instructors need to be prepared to adapt content to digital environments while ensuring the social learning opportunities are in place and are accompanied by appropriate pedagogical practices (Fullen et al., 2020). Instead, stakeholders need to ensure that RRC can design learning that engages students. Decision-makers at the college are removed from the classroom, yet the leadership team requires data to drive decision-making and policy adaptations. For this, feedback from an instructional perspective of their classroom reality will build on the conversations and collaboration of all of the institution's individuals that contribute to the system as a whole (Eisler, 2015).

Regarding the FODM, leadership needs to know what they are doing right, what they can do to improve, and how they can adapt the policy to respond to the needs of faculty and students. Those who develop the models and corresponding resources need firsthand perceptions from faculty and staff: the users of the FODM. Transformation in education is relatable to a second-order change at any major institution or corporation (Reiser & Dempsey, 2007). Does the RRC strategy of policy and culture change adhere to common change management concepts? I

reviewed both the eight-step process for leading change (LoVerme & Kotter, 2019) and Roger's diffusion innovations theory (1995).

2.4.1 *Roger's Diffusion Innovations Theory*

Roger's theory is based on a five-step process that seeks to explain how individuals adapt to and adopt new ideas and policies (Udod & Wagner, n.d.). As individuals adapt to innovations at a different rate due to personal qualities, identifying the stage that all employees are at in the innovation acceptance process can indicate how far along an entire institution is at in the process of fundamental (second-order) change. In other words, we seek to identify where the institution is at in the continuum, from the initial introduction of the innovation to the final phase of institution-wide adoption (Mohammadi et al., 2018). While all participants go through some variation of these levels, the rate at which they move through them (or if they even if they complete them) varies on an individual basis (Udod & Wagner, n.d.)

In Roger's change theory, there are two key underpinnings. The first key is that there is a process involving five stages by which innovation is accepted by members of a social system (Orr, 2003). The second is that there are categories that we can sort individuals into that can predict their willingness and/or ability to adopt new innovations. The five stages of the process of acceptance of innovation are 1) knowledge, 2) persuasion, 3) decision, 4) implementation and 5) confirmation (Rogers, 1983, p. 20). Knowledge is the stage where an individual becomes aware of a new idea and begins to gain information about the new policy, process, or expectation. This is followed by the persuasion stage, whereby an individual forms either a positive or negative opinion of the innovation. This stage can be seen as an opportunity to ensure systems are in place to present the knowledge of the innovation in a positive light (Mohammadi et al., 2018). The next stage is the decision phase, or when the individual decides to either adopt or reject the innovation (Orr, 2003). Those who have formed a negative opinion of the innovation may choose to adopt this new activity, but they may not have as much success as those who have formed a favorable opinion of the innovation (Rogers, 1983). The fourth stage is the implementation phase, or when the individual puts the innovation into practice. It is at this stage where reinvention can take place as users modify and improve the new innovation (Sahin, 2006). The final stage is the confirmation stage which is where the individual continues to reflect

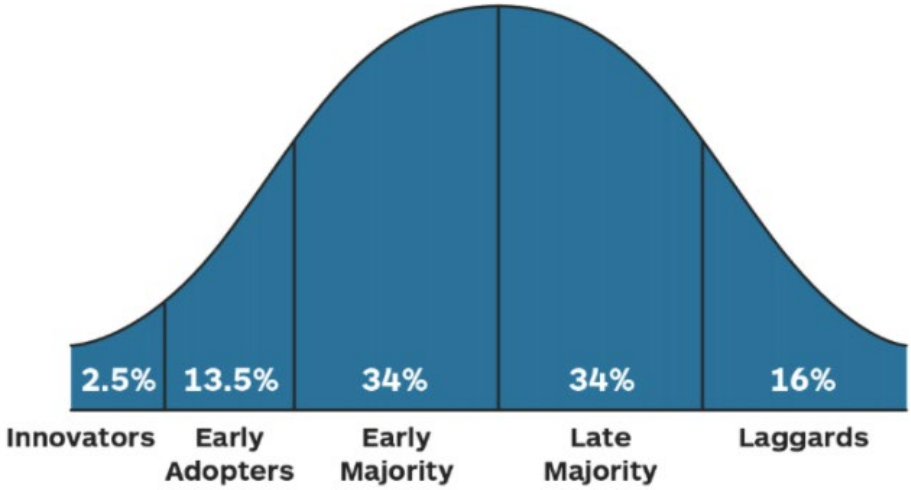
on and evaluate their decision to adopt the innovation and their perspective on its usefulness and value (Orr, 2003).

There are qualities that predict the adoption rate of individuals within an organization, and these were mentioned earlier as the second pillar of Roger's change theory. The different groups are identified as 1) innovators, 2) early adopters, 3) early majority, 4) late majority, and 5) laggards (Rogers, 1983). Innovators tend to be those at an institution who eagerly seek out new challenges and who like to be at the cutting-edge of change. These individuals, as they move through the five stages of the process of acceptance, can have a powerful influence on those who are more hesitant to accept the new ideas or processes (Rogers, 1983; Sahin, 2006). Early adopters will watch the innovators and decide whether to adopt based on how they view the experience of the innovators (Orr, 2003; Rogers, 1983). It is this group that can heavily influence the uptake of those who are more hesitant to implement change. They are seen as thoughtful and as well-informed, and the desire of individuals to conform will be enhanced as they watch the early adopters make their decisions. The individuals who follow the early adopters are known as the early majority. This is the key indicator that change is being adopted as the rate of adoption will rapidly increase from this point on. The early majority group is followed by the late majority. At this point, the majority of the institution's community has adopted the innovation, and those that continue to resist may be seen as oppositional and cast in a negative light by their peers (Rogers, 1983). This group is known as the laggards. Laggards tend to be isolated from the major social groups at the institution or may be very traditional in their values system. Laggards take much longer to adopt innovations (Rogers, 1983).

Below is a graphic (Figure 2.3) that indicates the population representation of each category of adopters. As illustrated, the innovators represent the smallest group, with the early adopters representing the next largest group. As the early majority becomes influenced by the early adopters, they will begin to adopt the innovation. Uptake swiftly advances as the late majority adopts the innovation. At this stage, the vast majority of the organization has adopted the new policy or innovation (Mohammadi et al., 2018; Rogers, 1983).

Figure 2.3

Adopter Categorization on the Basis of Innovativeness



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Rogers' theory of change is an important and relevant consideration and may be of value to the RRC leadership to inform them when making decisions and help them to understand their employees. However, this is first and foremost a theory, and a process model like that developed by Kotter's (2019) eight-steps, may provide more specific steps to help identify and evaluate the steps the RRC leadership took to implement and guide the FODM. In addition, a central concept regarding Kotter's model is that it centers around the "big opportunity". While the COVID-19 pandemic is an event that disrupted economies globally, it was also an event that drove rapid change, creating opportunities to change institutional culture and take advantage of instructors' need to rapidly adapt, potentially leading to the unusually rapid adoption of a new innovation.

2.4.2 *The Eight-Step Process for Leading Change*

I will examine this process model, the eight-step process for leading change, within the context of change at RRC during the COVID-19 pandemic. Below is a graphic (Figure 2.4) outlining an eight-step path to transformation within an institution.

Figure 2.4

The Eight-Step Process for Leading Change

Note: adapted from "The Eight-Step Process for Leading Change*"* by Vanessa LoVerme Akhtar and John P Kotter. *Kotter © 2019 https://www.kotterinc.com/research-and-perspectives/transformation-in-education/*

According to Figure 2.4, step **one** is to create a sense of urgency around a big opportunity. While RRC had already started the move to FODM, the COVID-19 pandemic increased the sense of urgency. The next step (**step two**) is to build a guiding coalition. The RRC leadership team spearheaded this policy design. **Step three** is to form a strategic vision and initiative. The RRC leadership team's policy of moving to a more responsive and flexible model led to the creation of

the FODM. While **step four** is to enlist an army of volunteers, this could apply to mandating all staff that all face-to-face courses were switching to an online format and attempting to get solid buy-in. When institutional leadership takes the time to communicate their vision and ensure instructors understand their crucial place in the process of change, employees are more likely to accept their value and create their own sense of growing and learning (Eisler, 2015). Next, **step five** is to take action by removing barriers. The RRC leadership team directed their Centre of Learning and Program Excellence (CLPE) to develop courses and resources for instructors. A team of developers and instructors developed an online course for instructors to use as a resource to help them design their fall 2020 courses. CLPE created the FODM and developed LEARN module templates and guides for faculty. This step five is continually being examined and re-examined; this report will inform this part of the process. **Step six** of this process is to generate short-term wins. The administration directed faculty to complete courses, use the developed resources, and seek supports to begin designing their courses. As instructors are called upon to change their practice and learn new skills, there is the possibility of an "implementation dip" (Fullan, 2001, p. 40). As faculty struggle with new expectations and technologies, it is important to accept that there may be a gap in proficiency as instructors learn, adapt, question, and reflect upon their own learning (Fullan, 2001). By celebrating short-term wins, it helps to focus on successes rather than getting bogged down in failures. Struggle is inevitable, but with encouragement and a firm path forward, staff will have a sense of efficacy as they tackle new challenges. **Step seven** is to sustain momentum, which is currently an ongoing portion of the implementation of the institutional change and will hopefully lead to the final goal **(step eight)**, which is to institutionalize change into the culture. RRC will realize this final stage when culture change is embedded, and the college moves forward under the FODM practices and policies (LoVerme & Kotter, 2019).

The movement to a flexible delivery model is an institutional, long-range, or second-order (International Society for Technology in Education, 2012) culture change. It is important to consider the processes that make change possible. Internal governance refers to the culture of the instructors themselves and their immediate supervisor(s). When driving change, internal governance reflects a more grass-roots desire to change, yet all faculty would rarely be in agreement on how to effect change and what the final model should look like (Mora & Vieira,

2020). Instead, management communication tools can be used in conjunction with internal governance to change policy and set common goals to ensure the right tools are in place and initiatives are followed according to general policy (Mora & Vieira, 2020).

In order to effect change college-wide, more guidance from top administrators needs to be in place (Mora & Vieira, 2020). The choice is whether to allow departments to move at their own pace to change their delivery model and use of LMS or should senior administration mandate, guide and model. If leadership chooses to mandate change, deans, program managers, and chairs will be required to distribute policy in a way that is consistent and sustainable. RRC chose to combine these two approaches by nominating faculty representatives to contribute to a leadership advisory group to have input from the faculty perspective. This approach is supported by Senge (2015) who identified that listening and seeing the reality of others from a pragmatist perspective builds on networks of trust.

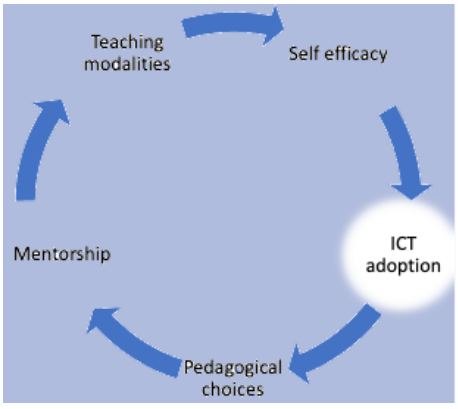
According to Mora & Vieira, accountability is another element to successful institutional change. How will we know if RRC staff is adhering to the detailed procedures the administration wants to put into place? To assure quality, how do we evaluate if, as the institutional motto of the school states, *What We're Doing is Working*? (Mora & Vieira, 2020). This requires senior management to have sufficient ownership of decisions, sufficient experience, and enough time to create the change and create a cohesive, long-term policy to guide the institutional change (Mora & Vieira, 2020). Successfully leading an institution through a cultural change incorporates accountability at all levels of the leadership and employee structure. Instructors are responsible for developing and improving their practice and leadership needs to be accountable to improving the conditions of the work environment and providing them with opportunities to develop their "capabilities to a high standard" (Hargreaveas & Fullan, 2012, p. 45).

The need for teaching professionals to be a part of the changing culture, not just to follow the rules but to take to heart the necessity for change, requires that instructors take control and identify their personal goals for self-improvement (Keisler, 2017). To take control, instructors need to have the tools to identify what they need to develop and where to turn to access supports. When instructors accept the reality that technology must be used in order to deliver courses during the COVID-19 pandemic (as there is no other way), they accept that they need to learn

these new tools to operate during these times of change (Seigel et al., 2017). This provides an opportunity to leadership, as instructors have no choice in whether they adopt the use of the LMS to deliver their courses. An additional opportunity provided to RRC was the educational technology community reshaping their licensing models to allow free access to the software and website resources. Competition among major platforms accelerated the quality and accessibility of educational platforms (Fullen et al., 2020).

Inevitably, resistance by "laggards" or the "late majority" (Rogers, 1983) may be encountered by those who disagree in some way with the incoming changes. Listening to resisters is crucial so that it gives voice to factors that may impede the way forward. Resisters may have perspectives that would improve the plan for change and incorporating their perspectives may benefit both leadership and the rest of the faculty. Alternatively, by failing to acknowledge resistance, it won't go away but may fester and poison the culture change. Working with resisters provides an opportunity to work together in a healthy and productive way (Fullan, 2001). Problems that were seen as barriers to moving forward become an opportunity for innovation (Senge, 2015). Not everyone will buy into the change; consistent messaging, thoughtful planning and adaptation, building relationships, and trusting that the majority of RRC staff want to continually improve for the right moral reasons should allow the process to move forward even with pockets of resistance (Fullan, 2001). Change is hard work. Redesigning courses takes many hours. When both the heart and the mind are motivated, barriers can be overcome, and real change can occur (LoVerme & Kotter, 2019).

2.5 ICT Adoption Models and their Role in Online Delivery



Educators who have a high level of self-efficacy with computer tasks have a significantly increased performance in computer-related tasks over those with a low level of computer self-efficacy (Watson G., 2006). In order to implement the FODM, instructors need to develop technological skills. Therefore, a background in understanding ICT integration models can help determine

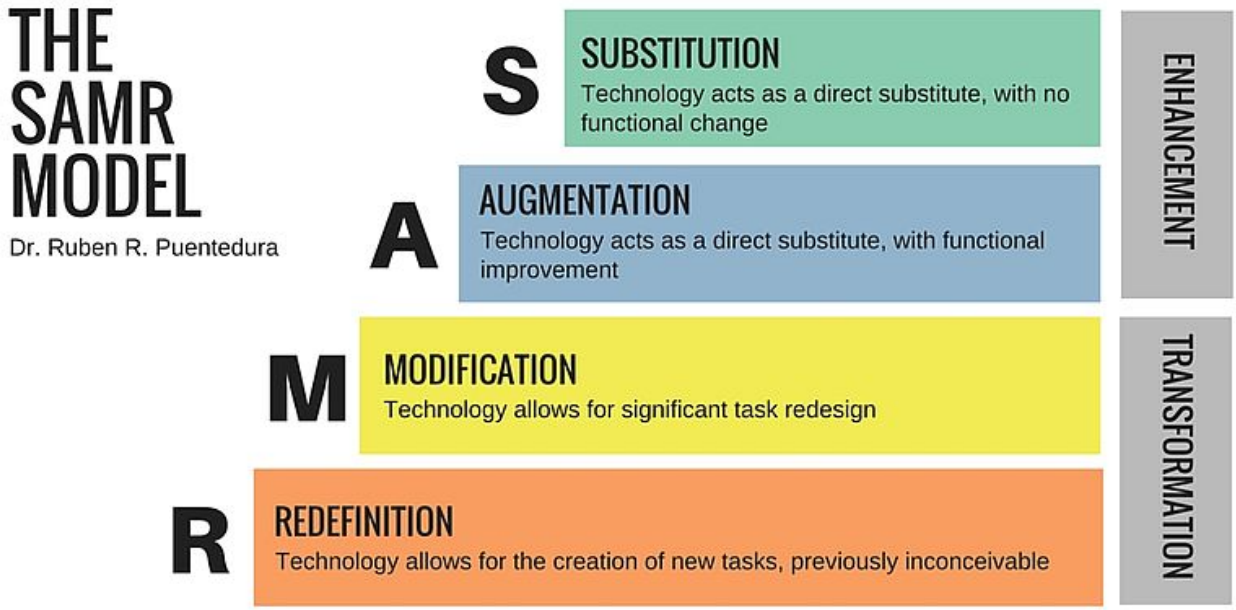
instructors' current level of technological proficiency. ICT integration models may provide insight into the adoption and implementation of technology in schools. I considered several models of technology integration and selected two. The technology, pedagogy, and content knowledge (TPACK) model and the substitution, augmentation, modification, and redefinition (SAMR) model were examined more closely as possible models to use as frameworks to compare the adoption model that RRC is using.

2.5.1 *The SAMR Model*

The substitution, augmentation, modification, and redefinition (SAMR) model was examined.

Figure 2.5

The SAMR Model



Note: (Leffler, 2016) *Creative Commons Attribution-Share Alike 4.0 International*

The above graphic (Figure 2.5) appears to be a hierarchy, but in fact, it is a continuum originally intended to integrate new or emerging technologies into a classroom. At RRC, the administration intends that the FODM supports teachers in using well-established technologies. The substitution

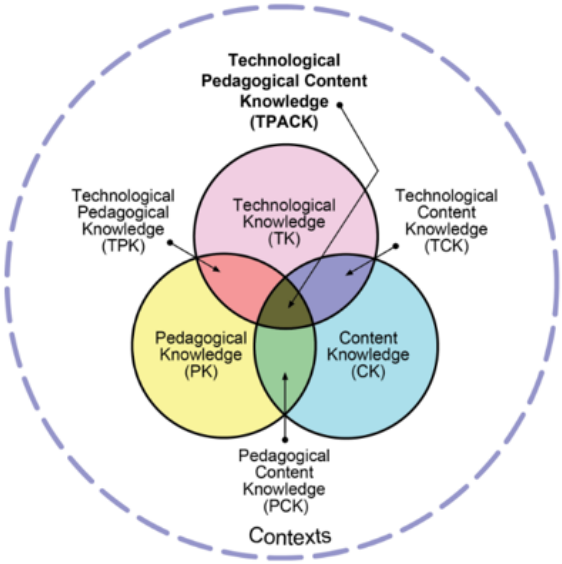
phase of the SAMR model implies the use of new types of technologies in place of old ones to accomplish the same task. As the user progresses along the continuum, eventually, the user uses emerging technologies to accomplish new tasks to transform the learning (Aldosemani, 2019). The implementation of the FODM appeared to be missing some of the steps described in the SAMR model. The FODM assists teachers in choosing among already approved ICT tools. In addition, while the SAMR model provides a solid basis for selecting and using technology to demonstrate increasingly higher levels of learning, the pedagogical context is missing (Hamilton et al., 2016). At an applied institution such as RRC, instructor expertise in the industry-specific needs of each program should determine the selection of learning technologies used in the course planning, design, and delivery. Well-taught courses in which the content is conveyed clearly and efficiently, avoiding unnecessary confusion, helps ensure that RRC graduates are prepared for using these technologies when they enter the workforce. Other models available, such as TPACK, better support the purposeful selection of ICT tools guided by program and contextual factors.

2.5.2 *The TPACK Model*

According to Figure 2.6, TPACK presumes that technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) are all interconnected and inform one another.

Figure 2.6

The TPACK Model



Note: Reproduced by permission of the publisher, M. Koehler, *The TPACK Image* © May 11, 2011. http://tpack.org/

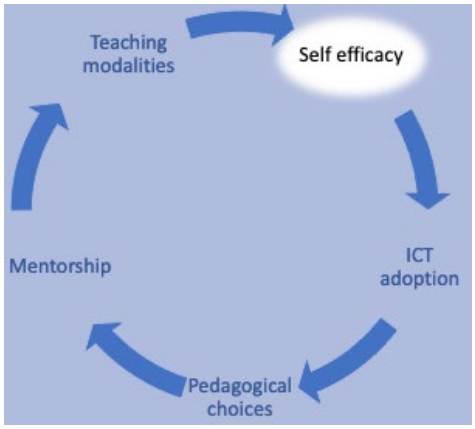
An educator's knowledge about what they are teaching is fundamental to making a purposeful choice about which technology to use and how to implement it in learning and assessment. At RRC, when instructors are first hired, they generally have a great deal of industry experience. This is true of both the skilled trades and the college's academic programs. Therefore, we can assume that the CK is in place, but how can PK and TK be observed as educators at the college design their assessments, activities, and resources? Every situation, course, and program is unique, and the TPACK model fundamentally extolls the benefits of choosing the pedagogy and the technology with the specific content in mind (TPACK explained, 2020). Individual contextual factors such as class demographics, culture, program level, and educator experiences should inform the instructor's PK and TK choices (TPACK explained, 2020). It is an instructor's job to interpret the content, consider the context, and then choose methods and means.

There are some limitations to the TPACK model to consider when processing the gathered data of this evaluation of RRC's movement to a flexible delivery model. TPACK

assumes that the instructor controls the TK portion of the instruction, but when following the FODM, the instructor is mandated to use a specific suite of products and a mandated LMS. TPACK best works when the environment is more teacher-centered in design as there is less allowance for student choice in technology (Hilton, 2016). As most technologies are already mandated by the college or by each individual program, TPACK seems an excellent choice to evaluate the FODM, the resources provided to staff, and the support for implementing technology-based on CK and PK. While the FODM may be, to some extent, prescriptive, it is still important that instructors have some autonomy as they know their students' needs and understand their content better than anyone else. Having some autonomy also allows them the be creative and innovative while still following the FODM model, which dictates a certain level of standardization and expectations across RRC ((Hargreaveas & Fullan, 2012).

Ultimately, I chose the TPACK model (Koehler et al., 2013) as it fit the context of this research. This framework is centered around technological knowledge (TK), content knowledge (CK), and pedagogical knowledge (PK). This model goes beyond using a simple framework for selecting technologies to demonstrate learning and to deliver assessments. One of the main focuses of this research was to investigate if the resources of the FODM website provided staff with enough explicit knowledge so they were able to confidently choose their ICT when they designed their courses. The TPACK model provides this framework and context for continuous learning when using content to help guide technology choices (Hamilton et al., 2016).

2.6 Developing Teacher Efficacy in Flexible Online Delivery Models



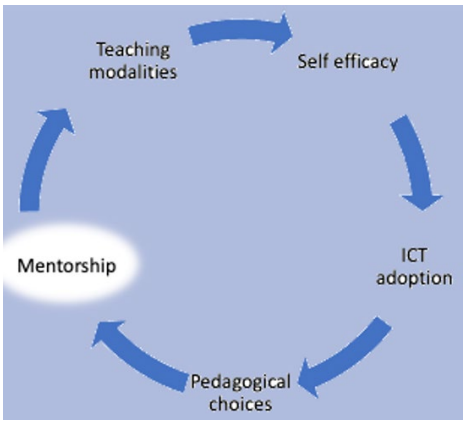
The field of education, information and communication technology (ICT) includes both the hardware that is physically used in the classroom and the software that allows "text, images, sound, and video" (Carr & Martin, 2015, p. 8) to be used for conveying concepts and knowledge. For this investigation, I considered ICT in terms of instructional technology or the use of technology to support instructional planning and implementation (Dennen & Spectro, 2007).

Self-efficacy may be defined as "a belief that one can produce some behaviour, independent of whether one actually can or not" (Driscoll, 1994, p. 301). When a teacher is confident of their abilities and knowledge within the classrooms, students tend to improve on their levels of achievement (Ross et al., 2001). Ross et al., (2001) demonstrated that when students had a teacher confident in the use of technology (high self-efficacy), the students also had a higher self-efficacy and proficiency in technology than students who had a teacher with less efficacy. An improved sense of self-efficacy for a teacher may also affect that teacher's desire to learn new technologies and the strategies that go along with them. According to Bandura (1982), self-efficacy judgments influence an individual's choice of activities and how much effort they are willing to expend to overcome barriers or negative experiences. Using this rationale, we could hypothesize that for teachers to embrace new technologies, they must first feel that they can eventually master these new strategies even if they must experience struggles to do so. While Bandura has come under some criticism for his theories of self-efficacy, many of these critiques stem from Bandura's attempt to generalize his theories outside of the teaching and learning sphere, where performance and self-confidence can sometimes be inversely related or where causality is too complex to determine (Kardong-Edgren & DeMeyer, 2013). At RRC, it would be important to remember that Bandura's model works best when the instructor-learner knows they not only have room for improvement, but they also believe their self-improvement is essential and necessary. Good professional learning happens when educators think about, plan

with purpose, and regularly reflect on their practice (Keisler, 2017). If instructors merely retrofit face-to-face content to adapt to a blended environment, it may imply planning is not being done with the virtual environment in mind (Wolcott, 1991). Reflective practice is required to continually improve teaching.

Watson (2006) found in his case study on teacher self-efficacy in using online sources in the science and mathematics classroom that long-term self-efficacy improved with intensive workshops and long-range follow-up of training. Theoretically, a learner's self-efficacy is further improved through vicarious experience and verbal persuasion. Vicarious experience is when a learner can see a respected mentor succeed at a task (Driscoll, 1994). Driscoll also suggested that verbal persuasion and encouragement increase a learner's feeling of self-efficacy. At RRC, instructors were being told to radically alter their way of teaching and communicating to students within a very short time window. A high measurement of self-efficacy could imply that staff are ready to go through the work to adapt their course to the FODM; a low measurement of self-efficacy could imply staff are not willing nor prepared to take on the challenges and confront the obstacles in their way. The necessity of moving the courses to blended learning due to health orders would undoubtedly cause instructors to be highly motivated to adapt their courses, but ensuring they feel confident to tackle the challenge could ensure better results. How can they gain the confidence to ensure sustained quality and ongoing purposeful improvement? Mentorship can play an important role in increasing instructor self-efficacy as a mechanism, offering them vicarious experience through personal sharing of knowledge and strategies.

2.7 The Role of Mentorship



Generally, practicing teachers are encouraged to seek out their own professional development to master selecting and implementing ICT. Using e-portfolios, reflective practices, individual research, participating in online professional learning networks (OLPN), and surveying the existing and emerging technologies, teachers may benefit from taking control of their own learning (Jones & Younie, 2013). More formalized or institutionally

supported mentorship opportunities can help ensure quality and dedicated time to creating rich opportunities for development.

Often, the terms coaching and mentorship are used interchangeably, but we will use the term mentorship for this study. While coaching and mentoring share many of the same characteristics, the main difference between the two is that coaching tends to have a firm goal or performance standard driving its application, whereas mentorship is more often associated with career progress and a more holistic development of an individual's work (Clutterbuck, 2008). Mentorship includes a process that is open to adaptation, views the mentee as a source of experience, can be of any duration, uses learner-contrived goals, and addresses broad personal growth ambitions (Clutterbuck, 2008).

According to the Merriam-Webster online dictionary (n.d.), knowledge is defined as "the fact or condition of knowing something with familiarity gained through experience or association." Having knowledge of ICT integration means staff is able to apply the theories of ICT selection to design their courses. When faculty make choices grounded in good pedagogy, there is an improvement in teaching and learning. Knowledge management invokes creating a methodology to capture and transfer knowledge to create practical and applicable information. Knowledge can be broken down into two parts: tacit knowledge and explicit knowledge (Steves et al., 2010). Tacit knowledge is intuitive in application as it relies on a person's lived experiences. Explicit knowledge refers to the facts and data that is ofter formally shared; it is traceable and usually well documented. Explicit knowledge is acquired through study and overt communication, and it informs tacit knowledge. When an individual makes decisions and applies their knowledge, they are drawing from both their tacit knowledge and their explicit knowledge (Steves et al., 2010). It is important for faculty at RRC to be provided with quality resources and training to inform their explicit knowledge of ICT integration, allowing them to make purposeful design decisions integrating their accumulated implicit knowledge. Explicit knowledge may also improve and refine tacit knowledge to ensure instructors' knowledge is grounded in critical evaluations by using reflective practices. In this way, there may be constant change and improvement. For example, a welding instructor has been instructed on how to use Microsoft TEAMS as well as text-based discussion forums. The instructor tacitly knows that the

students prefer verbal communication, so the instructor decides to use TEAMS live meetings more heavily.

ICT integration can be a daunting task to educators not familiar or confident with the various technologies. If a learner of new ICT attends training or workshops, knowing they have individualized and specific mentorship resources to draw on through their practice, trial and error seem to make educators more willing to try new ways of doing (Wright & Turville, 2006). If, for example, an instructor wants to use a collaborative approach in their asynchronous course and would like to try out a software application like Padlet, knowing they have access to troubleshooting resources and strategies could motivate an instructor (or at the very least, remove a psychological barrier) to keep trying if they are finding initial adoption challenging. Having confidence that they can master a new technology will allow them to persevere, comfortable in the knowledge that they will eventually be able to use it in the way they had intended.

Mentorship offers several benefits to a new instructor. The four pillars of mentoring are collaboration, reflective practices, commitment to professional growth and commitment to improved student learning. When mentoring using these four pillars, retention of new teachers has been found to improve (Udelhofen & Larson, 2003). Institutions, which support the mentoring process, are more likely to report "productive employees, stronger organization commitment, reduced turnover, a stronger record of developing junior talent, and a loyal group of alumni and faculty" (Johnson, 2016, p. 13).

The relationship between the mentor and the mentee is most valuable if it incorporates a structure to have ongoing conversations. Goal setting using measurable and observable targets, accompanied by a process to develop self-reflection, allows the teacher mentee to move from a process where they are unconsciously incompetent to a destination where they are unconsciously competent. When one is *unconsciously incompetent*, they are not aware of knowledge gaps, nor do they know they are falling short of expectations in some way (Winson & Wood-Griffiths, 2018). During the mentorship process, the mentee will identify gaps, set goals, and be guided through a process of not only improvement but also becoming aware of this improvement. Eventually, the final step of this structure is to allow this new way of doing things to become second nature, so conscious thought and struggle are no longer necessary (Winson & Wood-

Griffiths, 2018). According to Wright and Turville (2006), good ICT mentors have the following qualities

- ICT Knowledge
- Interpersonal and communication skills
- Empathy
- Patience
- Risk-taking
- Passion for technology
- Enthusiasm, humour, motivation
- Flexibility

To illustrate: at RRC, a good mentor would have knowledge of the LEARN LMS, and the common software platforms that instructors can use to enhance their blended learning environments. They should be approachable and knowledgeable about how to infuse technology as a support to educational design, rather than just knowledge of how the software works. They should be patient with anxious learners, and they should be aware of the larger strategic plan of RRC so they may advance not only the technology but also the teaching and learning culture at the college. In addition, to guarantee success, a mentor would need time built into their schedule to ensure they can manage their workload and be flexible enough to connect with instructors regularly. Mentors should also have specific training in goal setting and having professional conversations with mentees.

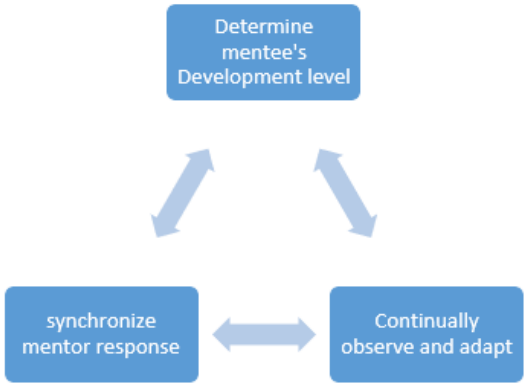
In 2016, RRC developed its own mentorship model for new faculty instructors. However, due to leadership changes, this model was never implemented across the college and is no longer available to faculty. Instead, this comprehensive model was shelved and remains stagnant. While it is possible that the RRC model could be used to contribute to the culture shift needed to sustain the college's ongoing emphasis on the FODM two existing models, the adaptive mentorship model, and the GROW model, can provide general insights into mentorships. Should the RRC mentorship be implemented in the future, it may be compared to existing and popular mentorship models.

2.7.1 *The Adaptive Mentorship Model*

The Adaptive Mentorship (AM) model is characterized by three steps that continually need to be reassessed (Figure 2.7).

Figure 2.7

The Adaptive Mentorship Model (Ralph & Walker, 2010)



Note: based on: Enhancing Mentors' Effectiveness: The Promise of "Adaptive Mentorship © Model. Ralph, E. G. & Walker, K. D. 2010. McGill Journal of Education, 45(2), 205-218.

This model focuses on the mentee as the driver of progress and goal setting, while the mentor adapts their response to the cues of the mentee. This model was developed specifically as a learning and teaching model of development and focuses on two aspects of the mentorship relationship. The first aspect is the institutional reality which the participants cannot change. These factors, such as the "psychological, social, organizational, and cultural aspects within the practicum/work setting" (Ralph & Walker, 2010, p. 206), are outside of the participants' realms of influence. However, the participants can adapt their own behaviour. The mentor can continually re-evaluate their response, and the mentee can control their level of development. This AM model considers the mentee's skill, knowledge, and ability along with the self-efficacy of the mentee. It is the expectation that the mentor will adapt to the mentee, rather than the other

way around (Ralph & Walker, 2010). In other words, this model relies on the mentor's expertise to continually evaluate the competency of the mentee and adapt to the needs of the mentee, both in the cognition realm and the social/emotional realm. The mentee is able to observe the mentor and imitate their practice as they apply it to their own course design (Jang & Chen, 2010). The concern with this model is that it depends on the mentor's skill level and the success of the relationship between the mentor and the mentee because it requires extensive and honest communication. Without a highly trained mentor, the mentorship conversations can quickly go awry. Furthermore, it is important to recognize that this model was developed for a teacher-candidate's practicum experience (Ralph & Walker, 2010). Furthermore, a faculty member of an education program is expected to be highly competent and autonomous in their craft.

In this study, I looked to see if the RRC model incorporated the sense of self-efficacy along with the focus on skills or knowledge development promoted by this AM Model. I addition, I wanted to examine how defined the roles of the mentor and mentee were. For these reasons, the AM model fits less comfortably than the GROW model.

2.7.2 *The GROW Model*

The GROW model (goal, reality, options, way forward) was developed over 25 years ago by Alan Fine, John Whitmore, and Graham Alexander (2020). Over time, these three psychologists individually refined their models individually so that there is now more than one variation of the original model. Alan Fine's version became one of the most successful of the three, branching out from sports psychology to corporate leadership training. Figure 2.8 summarizes the GROW model.

Figure 2.8

The Grow Model

Note: Used with permission of InsideOut Development, LLC., *www.insideoutdev.com, © 2005-2020.*

The interior of this model (Figure 2.8), labeled as *Knowledge*, refers to the ongoing development of learning and understanding of the participant. *Focus* refers to a clear pathway to reach the goal; f*ire* refers to the participant's motivation to reach the goal. *Faith* refers to the participant's vision of their own efficacy to reach the targeted goals. In the context of the GROW model, efficacy is similar to Bandura's (1982) self-efficacy, which describes the degree to which individuals feel confident in their ability to master a new skill. Self-efficacy is important because it predicts the likelihood that an individual will persevere even if the learning process involves a struggle.

In order to implement the FODM, mentors share their knowledge of pedagogy and related technologies with the mentees. They also share strategies to reduce barriers to implementing the

FODM requirements. Mentors find ways to motivate and support the mentees through the FODM implementation process.

The GROW model is popular because it is easy to interpret and apply in an institutional setting (Nguyen, 2018). Having mentorship models easily conferred on staff at a large institution is part of their appeal. The GROW model provides a goal-setting process used to measure an individual's progress towards a firm goal. While this may be an excellent model for achieving specific goals, this may not be the ideal model for institutional cultural change. What is missing from this model, regarding what RRC needs, is a process of thinking, learning, and reflection. The GROW model focuses on the progress of a team or individual and their specific improvement towards an end goal. It focuses on the personal/individual needs of the mentee and does not specifically allow for feelings, values, and emotions (Stout-Rostron, 2014). At RRC specifically and at post-secondary institutions, generally, we hear the term “life-long-learner.” The GROW model seems to lack this aspect of this important character trait that a cycle of continuous improvement and reflection will be expected of mentorship participants (Stout-Rostron, 2014). As I examined the mentorship model adapted by RRC, I evaluated if their internally developed model includes the positive aspects of the GROW model: do staff have an opportunity for goal setting and a clear pathway to improvement? Is there an opportunity for constant reflection and internal reassessment of the participants’ ongoing professional development?

I also looked to see if the environment at RRC allows for the incorporation of more of a continuum of the entire mentorship process rather than a session-by-session focus. This lack of a big-picture view of the entire learning journey is another gap identified in the GROW model (Stout-Rostron, 2014). Making the connections and recognizing and understanding the steps towards growth, in theory, should enhance the mentee's metacognition and allow them to take better ownership of their progress as they move forward. The GROW model may be too structured to account for the higher-level learning and reflection required to successfully allow the mentee to take ownership over their progress (Grant, 2011) and encourage the gradual release of responsibility from the mentor to the mentee.

According to Deans et al. (2006), an additional key idea to any mentorship model is the inclusion and recognition that the mentee and mentor both need to respect the process and each

other. They both need to see that their genuine participation is of value and that the energy they expend in the mentorship process is worthy and important to the greater goals of the program, that being, in this case, to change institutional culture.

These two models may offer some guidance on how mentorship could be incorporated at RRC to facilitate the implementation of the FODM and help incorporate future innovations. Creating a formalized mentorship program could help ensure the desired culture of teaching and learning is supported. The following profiles are suggested for key mentor/mentee attributes:

Mentor Profile

- Knowledge of a variety of learning strategies.
- Knowledge of ICT infusion in designing blended learning environments.
- Time in daily workload to meet with mentee regularly.
- Ability to create a structured mentorship process (benchmarks, goals, reflection).
- Patience.
- Ability to have conversations that facilitate mentee metacognition.
- Awareness of the greater culture and strategic plan at the college.

Mentee Profile

- A desire for self-improvement.
- Patience.
- Time in daily workload to meet with Mentor periodically.
- Intermediate to Strong understanding of their content and curriculum.
- Willingness to reflect, revise and redesign.
- Desire to contribute to the values and mission of RRC.

2.8 Evaluation Models: Towards A FODM Evaluation

There are established models of mentorship, ICT adoption, and policy evaluation I identified in the literature review. A great deal of research already exists on the value of mentorship when changing institutional culture. What is not currently well-documented is the faculty perspective of how effective and useful this FODM model is at RRC. Research on the types of training and resources faculty prefers has been done. However, no attempt was made to

evaluate the quality of the policies and resources currently in place. Another omission in the existing research is research on the emotional well-being of staff: do they feel they are capable and competent, or do they lack the efficacy to feel they can bring their best to their students?

2.8.1 *FODM Evaluation*

In a large institution with approximately 833 instructors teaching across 11 campuses, any academic policies will directly impact the faculty and other stakeholders such as students, non-instructional staff, and industry partners. The administration must carefully and purposefully implement and evaluate new policies to ensure they accomplish what the policies were designed to accomplish. To this end, a standardized and replicable model is necessary to evaluate policy and guide change to ensure continued improvement and to inform ongoing change in the long term. There are many models available, but I sought out templates that provided for process evaluations along with product evaluations. Of great help to me when investigating models and theories for evaluating was work done by Frye and Hemmer (2014), which compared several tools and theories for evaluation: Kirkpatrick's four-level evaluation model, the CIPP model, the theories of experimental and quasi-experimental types of models, and logic modeling (LM) theories. Experimental and quasi-experimental research strategies require a control group and clear outcomes impractical in this study because there were no opportunities to withhold the intervention. All instructors were required to adopt the FODM. The linear thinking necessary for good LM was not feasible because the forces at play when implementing policy changes for large programs and institutions are too complicated (Newton et al., 2012). The LM is very useful when multiple individuals are involved in planning, executing, and evaluating a program. Its detailed process charts clearly lay out the steps and stages (Frye & Hemmer, 2012). In this study, I was interested in the evaluation of the FODM. The planning had already been done. Logic modeling may be considered by RRC leadership in the future to create a graphical plan once they have created outcomes and clear benchmarks to evaluate the FODM going forward. To this end, the context/input/process/product (CIPP) model and Kirkpatrick’s four-level integration model were more closely examined in the review of the literature to decide on the best model.

2.8.2 *Kirkpatrick's Four-Level Integration Model*

Dr. Donald Kirkpatrick created the four-level integration model in the 1950's and it was revised in 2010 by Dr. Jim Kirkpatrick and Wendy Kirkpatrick to clarify its usage (Kirkpatrick Partners, 2021). This model identifies four levels. The first level is "reaction". This level illustrates the stage where participants evaluate the new directives and decide if it is valuable and relevant to their jobs. The reaction stage also includes participant evaluation of the quality of the new directive. Direct feedback should be sought by the users of the new directive or training. In the case of RRC, the faculty should be polled for feedback during the FODM implementation. The second level is "learning" and defines the level at which faculty would be evaluating the provided resources, training, and professional development. Leadership would want to know if the enhanced understandings of the new skills the employees are being applied. Level three is named "behavior" and describes the degree of application of the new knowledge to the employees' professional work-related duties. Level four is a "measurement" of the success of the new directive when compared to established outcomes (Kirkpatrick Partners, 2021). Kirkpatrick's four levels are meant to assess and quantify what participants learned during a prescribed period (Rouse, 2011). In order to assess the success of each level, feedback and evaluations need to have taken place at each phase of implementation of the new directives or training (Frye & Hemmer, 2012). This was outside the scope of my research, nor was it possible to incorporate as this information had not been collected by RRC. Due to the rapidity of the rollout of the FODM, there was no established process to evaluate the implementation (Frye & Hemmer, 2012). Levels one and two, reaction and learning, were not identified or evaluated as there was no feedback process established by leadership as the FODM was introduced and implemented. The behavior and results levels can be evaluated in hindsight through feedback by stakeholders (industry, students, instructor). This model may also be ill-suited to the philosophical positioning of the research, as it does not focus on the instructors' perspectives. The CIPP model, which is more adaptable to evaluating an in-process program or intervention, was more appropriate.

2.8.3 *Context/Input/Process/Product Model (CIPP)*

The context/input/process/product (CIPP) model focuses on program or policy improvement and is similar to the LM theory concept. However, CIPP accepts that causal relationships can be complicated and may not be linear or easily captured through the design of a flowchart such as a logic model (Frye & Hemmer, 2012). CIPP is also adaptable. Depending on the needs of the evaluator, elements may be used as a standalone tool at any stage of the program, whether during implementation, in process, or once it has reached its endpoint. CIPP can also be used to evaluate a policy from a summative perspective, requiring less knowledge of smaller causalities and more focus on complex and non-linear relationships (Frye & Hemmer, 2012). This means that an evaluator may not need to have intimate knowledge of the design phase nor need a strict measuring stick to assess and evaluate based on outcomes. The CIPP model was considered for the needs of this study of the FODM rollout specifically to see if it would provide an appropriate guide. As the FODM is a policy in its initial stages of implementation, a model that provides a way to evaluate a policy in process was required. CIPP provides feedback to inform proactive decision-making, allowing for adaption before the policy implementation's final review (Stufflebeam, 1971). The lessons learned during a process study provide for accountability to program stakeholders (Frye & Hemmer, 2012). In addition, the CIPP model also allows for modification when evaluating in the short term as well in the medium to longer term. This means that should RRC want to conduct a more longitudinal study of the FODM, they may reuse and adapt the CIPP template used for this study to adapt for a subsequent student, creating a standard of assessment for future researchers. Because of the high level of flexibility, the CIPP model was selected as the main tool to guide this research.

2.9 Chapter Summary

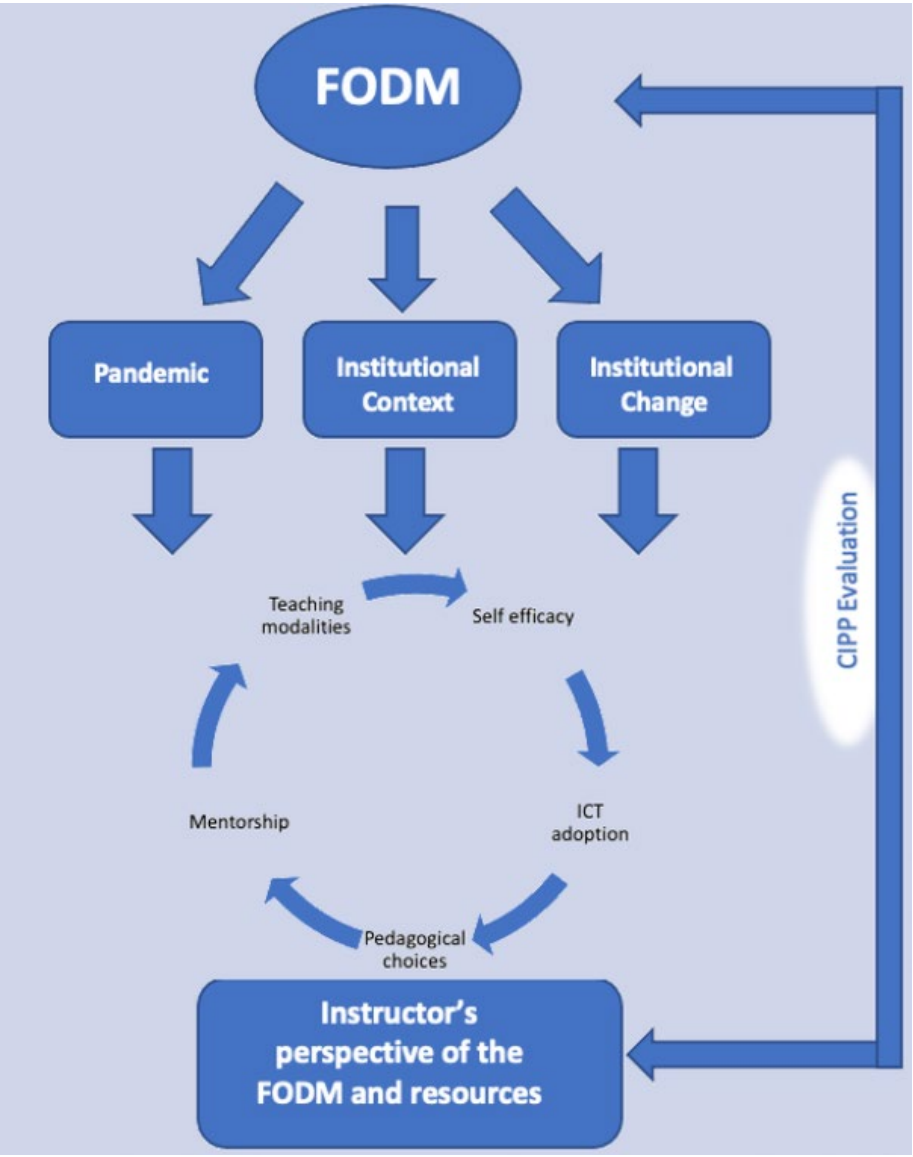
To provide an overview of this research, I found it helpful to include Figure 2.9 (below) to demonstrate the relationships between RRC's faculty and their environments as they moved their face-to-face courses to a blended environment. As per the conceptual framework, the literature reviewed in this chapter covered the institutional context when the FODM was delivered and the training and development necessary to allow for a successful rollout of the model. The feedback collected, based on the instructors' perspectives, will inform the CIPP evaluation. Instructors are

influenced by many factors, some found in their immediate environment on a daily basis, and some which are ripple effects from further removed factors such as administrative decisions or a global health crises. The data collected will be used as the basis for the final conclusions and recommendations for improvement to the FODM.

The conceptual model first introduced in chapter 1 has been reproduced below (Figure 2.9) as a reminder and reference.

Figure 2.9

Conceptual Model



Chapter 3: Methodology

Because what I go to more is the delivery … delivery was very ad hoc and very confusing and if you were not … reading staff news and engaged … to where to go for everything, but … I think it's been a … little crazy. OK so for this I should go to the SEAS thing and maybe I could find it there but if I need to know this, I should go there and if I want to find out what the new rules are I need to go there and so I think that, and again I have loads of grace for leaders. There was no rule book for any of this right, where everyone was trying to contribute but I think now looking back at it at the 30,000-foot view, it was quite disjointed.

-Interview Participant

3.1 Introduction

The above quotation illustrated the complexity and chaos that one RRC instructor reportedly perceived during the pandemic while the FODM was being implemented. At the outset of this study, the main focus was to explore faculty perceptions to evaluate how the FODM implementation was successful or less successful in terms of preparing and supporting RRC faculty for flexible online delivery. In this chapter, I outlined the design I used in this study for the structure and instruments of this research. The chapter includes an explanation of how the evaluation model was implemented, ethics considerations, the instruments used in the collection of data, the process of data collection, and the treatment of the data.

3.2 Research Design

This was an evaluative study that looked at the implementation of the FODM at RRC during the move to remote learning necessitated by the COVID-19 pandemic. The study was primarily qualitative along with some descriptive statistical data collected to assess if, from the perspective of faculty, the resources and supports provided by leadership at the start of the pandemic were effective in ensuring a successful implementation of the FODM. The evaluative aspect of this study was informed by the CIPP model of evaluation. This model allowed me to break down and consider the context at the college while they were in the process of

implementing this innovation. The CIPP model provided a reliable, step-by-step framework to follow as I assessed the unfolding of this new way of teaching and learning at RRC.

Policy and practice can be well-served by sound research, but it can also be ill-informed by flawed research (Stake, 2010). Therefore, a good research design is crucial to thoughtful and helpful evaluation research. Evaluations should be designed using microanalysis (the viewpoints of individuals) to inform the macroanalysis (how the model works as a whole) (Stake, 2010). For this reason, a study such as this, in which the perception of faculty was the focus, can contribute to ongoing policy implementations.

Many evaluation models support innovation and accountability while offering data about the policy or program to advance improvements and developments (Frye & Hemmer, 2012). Models that use concrete goals and outcomes (reductionist models) would be less helpful to the RRC FODM program (Frye & Hemmer, 2012) because clear outcomes or expectations had not been established prior to the implementation of the FODM. Reductionist models often take a cause-and-effect approach where certain elements can be isolated and closely examined. For example, medical schools and their very clear program processes and outcomes popularized the application of reductionist models. When evaluating the very rigid framework of medical schools prior to the 21 Century, the goal was to identify isolated elements for change and identify control mechanisms that would remain consistent throughout the evaluation and thereby adhere to the scientific method.

As part of the literature review, the Kirkpatrick (2021) four-level model and the CIPP model were the two models considered for this study in order to evaluate the FODM implementation. It is important to note that the FODM evaluation included a crisis management phase, which took place during the sudden move to online learning (spring 2020). It also included the time period of the fall 2020 and the winter of 2021. The spring phase had different characteristics than the subsequent fall and winter phases because faculty were already becoming more familiar with the LEARN LMS, the FODM resources, and the FODM model framework. It was important to choose a model that fit this changing environment and was flexible enough to provide a framework for subsequent evaluations. These subsequent evaluations may contain more data-driven decision-making.

The Kirkpatrick four-level model is a four-stage process: reaction, learning, behavior, and result. This model incorporates specific and measurable testing to identify if employees have learned a new skill and can apply it to their work. This process is intended to measure if a specific training program worked (Reio et al., 2017). I felt the Kirkpatrick model would not be effective in evaluating the FODM model and accompanying resources because faculty self-directed their own training and development based on what they thought they needed. The training was also not delivered as one cohesive package and was not universal among all faculty. Without the ability to identify specific training interventions, the Kirkpatrick model would be challenging to apply for an evaluation of the FODM rollout during a pandemic.

The CIPP model provides a framework well-suited to a new researcher as it lends itself to a simplified step-by-step progress that the researcher adapts (Stufflebeam, 2007). The CIPP method provided RRC a contextualized process whereby the context of the institution is considered when examining how resources and supports helped to forward the new directions and innovations of the FODM and if these "inputs" were successful or not from a faculty perspective. In addition, the CIPP model also embeds in its elements a methodology for looking at short-term outcomes as well as long-term outcomes (Frye & Hemmer, 2012).

To justify the final choice, I created a table (Table 3.1) that compared the CIPP model to Kirkpatrick's four-level evaluation model. In this table, I compared each model to identify which one would better suit a single researcher looking at an "in-process" innovation at a large educational institution. This innovation was centered around an event that happened suddenly and on a large scale. This innovation, the FODM, was a reaction to a sudden event rather than a purposeful, well-planned, well-documented institutional change. These factors and the RRC context, along with the pragmatic research philosophy, were major criteria when making the final choice between the Kirkpatrick model and the CIPP model.

Table 3.1

Comparison of Evaluation Models

Criteria	CIPP	Kirkpatrick's four-level model
Design	A complete model with a checklist for researcher to adapt.	A four-stage evaluation, appropriate to quantify levels of skill learning and skill application.
Appropriate for single researcher	Yes, can also be adapted for multiple researchers.	Yes, can also be adapted for multiple researchers.
Appropriate for policy evaluation without specific outcomes	Yes	No, this model relies on an evaluation of specific interventions and measurements to evaluate specific learning outcomes.
Appropriate for a researcher with little experience	Yes	Yes
Provides transparency to outside stakeholders so policy direction and redefinition is clear	Yes	Yes
Adaptable and flexible (change in process)	Yes	Partially, while this model can be adapted, its linear process embeds a certain rigidity as each step is designed to identify a cause and effect. If an element must be adapted, redesign may be necessary.
Appropriate for outside researchers	Yes, this model does not require in-depth knowledge of the organization or access to extensive documentation or defined or clear outcomes.	Yes, this model looks at specific interventions and seeks to identify if employees have learned new skills and can apply them to their work. This focused research would work well for outside researchers.
Appropriate for the in-process FODM evaluation	Yes, this model is flexible and may be retroactively applied after an innovation	No, this model relies on the being able to specifically gain in-process information of training adoption and

	has been implemented (FODM).	application and is not useful for retroactive application.
Does this model enable the application of the pragmatist research paradigm?	Yes, the built-in context and process allow for consideration of values, feelings and perspectives.	No, this model is a more objective approach with a focus on a specific and identifiable training program. It does not align well to research based on a pragmatist view of reality.

Based on the above comparison (Table 3.1), CIPP was chosen as the final model to evaluate the rollout of the FODM due to its ease of use, completeness of design, flexibility, and application to a change in process.

In 2007, Stufflebeam published a concise checklist to apply the CIPP model, based upon a long-term evaluation of Western Michigan University. Table 3.2 below summarizes the checklist elements and briefly demonstrates how each stage was applied, for the purposes of this thesis, to the FODM rollout.

Table 3.2

CIPP Model Checklist

CIPP Checklist Elements	How These Elements Relate to Policy Evaluation at RRC
Contractual Agreements *In this stage, key stakeholders must be informed of the research, permissions are obtained, the role of the institution is clarified*	Ensured the RRC leadership team was aware of my research and that they approved the instruments. Provided open communication and access to relevant documents.
Context evaluation *In this stage, the researcher defines the context of the evaluation so that they may identify unmet needs and possible opportunities and make decisions for ongoing adaptation and improvements*	Identified the environment of RRC. Identified the goals of the FODM, how it was delivered, who the users would be, and where potential gaps in delivery of the new FODM may have existed.
Input evaluation	Through a literature review, models were identified to investigate and compare the FODM components. In

In this stage, the researcher designs the methodology for evaluating the new strategy or innovation.	addition, the timeframes for rollouts was considered and a thesis proposal served as a draft report.
Process evaluation (of FODM) *In this stage, the researcher seeks information on the innovation as it is being implemented.*	Delivered the survey and the interview instruments and coded them to identify staff perceptions of the new FODM. Evaluated the data and made conclusions and recommendations. Described how FODM works and has been used.
Impact (product) evaluation *At this stage, the researcher assesses the overall success of the innovation and its quality.*	Used the survey and interview instruments to receive faculty feedback on the quality of the FODM framework to deliver quality teaching and learning. Evaluated the success of the FODM in changing culture at the college to fully embrace a more flexible program delivery.
Effectiveness evaluation *At this stage, after the impact evaluation, the researcher will evaluate if the intervention was sufficient to solve a problem or if further measures need to be taken.*	Evaluated if the quality of the outcomes of the new FODM was sufficient and if the college can claim their goals have been delivered.
Sustainability Evaluation *In this stage, the researcher is seeking to answer whether the innovation is sufficient for solving the problem in the long-term*	Asked whether the pedagogical practices at the college had been sufficiently changed to ensure the sustainability of these flexible delivery policies.
Transportability Evaluation *In this stage, the researcher is seeking to answer whether the findings are relevant to other institutions with similar problems to solve.*	Considered whether the RRC experience holds any value for other institutions to learn from as they also try to adapt to a changing post-secondary environment.
Metaevaluation *In this stage, the researcher will prepare a report or communicate the overall findings to stakeholders.*	This aspect was delivered through a final report (thesis).

Note: Adapted from "CIPP evaluation model checklist: a tool for applying the CIPP model to assess the long-term enterprises" by D.L. Stuffelbeam 2007. http://oceanleadership.org/wp-content/uploads/2011/07/cippchecklist-Attch-2.pdf.

This research sought to evaluate the FODM (Red River College, 2020) which was introduced to all staff as the mandatory expectations of online delivery in May of 2020. As this report focused on an ongoing deliverable, research regarding the FODM was designed to best inform administration as to what resources were being used effectively, what parts of the program were working, and which parts of the program were not effective (McMillan & Schumacher, 2010). The data collection coincided with the 2021 (January – April) winter term implementation. Through the use of a survey and interviews, I endeavored to gather data that was practical, timely, feasible, ethical, and accurate (McMillan & Schumacher, 2010). In recognition that implementing the mandatory online flexible delivery model was an institution-wide change process, the decision-oriented evaluation focused on process evaluation to measure the extent to which the new delivery model achieved its goals. This CIPP process evaluation allowed for the program designers to make changes and modifications for improvements (McMillan & Schumacher, 2010).

It is important to remember that administration may design the models and resources, but it is the institution's faculty that implements the model each day. Instructional designers need to analyze if the intent of their model matches the implementation and application of the FODM and then compare administration intent with faculty practice (Spillane et al., 2009).

3.3 Procedures

This study primarily used a survey (Appendix C) to collect data, followed by interviews with a subset of the survey participants. In February of 2021, a Survey Monkey survey hosted by The University of Saskatchewan account was made accessible to the entire teaching faculty in order to obtain as large a sample as possible (Mertler, 2015). This survey used various question types, including multiple-choice and open-ended responses. I also used Likert scales, which asked users to rank their agreement with a particular statement. Responses were examined and analyzed using the Survey Monkey data analysis tool.

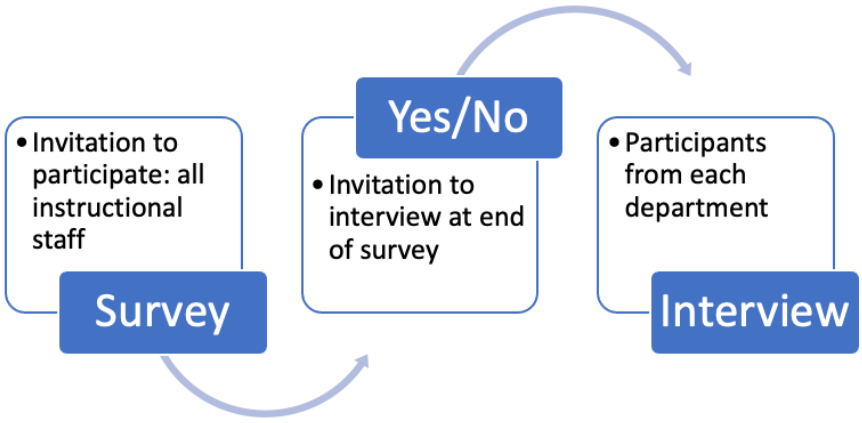
The survey was followed by interviews that took place in mid-late February 2021. While I had originally considered focus groups as a follow-up to the survey to enrich the data, my concerns centered on participant access and researcher experience regarding this methodology.

Focus groups are an excellent way to allow the free exchange of ideas undiminished in the online medium (Morrison et al., 2020). Focus groups were deemed too challenging in this situation as it meant that participants had less control over the timelines of meetings due to the larger group numbers complicating scheduling for instructors who were already coping with increased stress and workloads. In addition, moderating the focus group requires active and skillful steering of the conversation while processing the information (Stewart & Shamdasani, 2017). On the other hand, one-on-one interviews allowed the participants to schedule a time according to their personal availability, ensuring they picked times convenient to them and requiring less moderating of the conversation. In the end, I chose to use semi-structured interviews.

The interview script began with structured questions and moved to semi-structured and then to more unstructured questions (see Appendix D). I designed the questions to use neutral language and to avoid leading the participants (Merriam, 2001). The interview questions were open-ended questions to solicit the participant's opinions on their experiences, so they could give specific examples of how 1) they used the FODM and 2) how effective the overall program and policy was for them. I chose this sample size (11 participants) in order to maximize the opportunity to investigate the perspective of faculty belonging to a variety of programs. Figure 3.1 provides an overview of the instruments and procedures for this research.

Figure 3.1

Instruments and Procedures



3.3.1 *Summary of Instruments and Timeline of Rollout*

A copy of the survey (Appendix C), the script for interviews (Appendix D) the Staff News announcements (Appendix E) can be found after the references section. Table 3 offers a brief summary of the timeline for data collection:

Table 3.3

Timeline Summary of Instrument Delivery

Date	Task
January 29 & February 1, 2021	Sent out survey link through staff news and to all program chairs who also forwarded link to staff to ensure all faculty were aware that the survey was live.
February 10 & 11, 2021	Reminder to all staff to complete the staff survey sent via Staff News
February 17, 2021	Final reminder to all staff to complete the staff survey sent via Staff News
February 18, 2021	Survey closed
February 19, 2021	Selected participants based upon volunteer list compiled through survey
March 2021	Conducted interviews with 11 participant volunteers
April 2021	Transcribe interviews and data analysis of survey and interview
May - November 2021	Conclusions and recommendations written; final edits made to thesis

3.3.2 *Pilot Study*

In order to generate feedback on the questions before rolling out the survey to all faculty, I identified four individuals who are currently full-time RRC employees to test the Survey Monkey online survey. The purpose of this test was to provide the opportunity of a trial run to identify any issues with the instrument (Mertler, 2015). Three of these individuals were full-time faculty members, and the fourth individual was a non-instructional staff member. This fourth individual was informed in advance that they would be given the consent statement and they could accept or decline to participate. If they consented to participate, the next question would ask them to identify their position at the college. The software would then automatically take them to the end of the survey upon their self-identifying as a non-faculty employee and it would be recorded as incomplete with a pop-up message thanking them for their time. Feedback from this staff member indicated that this automated mechanism worked as designed. The three instructional staff members included an instructor in Teacher Education, an instructor in the Teaching for Learning program (TFL), and one of the SEAS online Roadmap Course designers. The feedback received was that while the survey link worked and the software was easy to navigate, there were some basic grammar and spelling mistakes there were flagged. One pilot participant indicated they found one question regarding the SEAS Roadmap confusing, and they suggested adding a graphic to ensure survey participants would understand the resource which was being referred to. All three pilot participants indicated there was an issue with the final survey section that asked if survey participants would like to volunteer to participate in one-one-one interviews of approximately one-hour duration. Feedback indicated that this link to the interview volunteer section that should have been embedded into the "yes" response was not working as intended. The link took the participant to the "thank you for participating" final message and ended the survey rather than redirecting them appropriately. This technological failing was corrected and retested by the three faculty members, who all indicated that this link was now working. They also reported that the survey took an average of 12 minutes to complete. This feedback allowed me to fix the technical problems and also gave us information on how long the survey would take to complete (Mertler, 2015). The estimated time to completion

information was added to the script that was provided through staff news and by way of an email reminder from program chairs.

These same three faculty members also read through the semi-structured script of the interview questions and offered feedback. Their feedback was very positive, and they felt that the interview script was well-structured. Pilot participants reported that they had not identified any need to adapt the interview script.

3.4 Data Collection

The timing of the delivery of these two instruments coincided with the winter (January to April) 2021 term. By this time, there was the expectation that instructors had been using the mandated FODM since the Fall of 2020. In this way, they could comment on their experiences, having completed at least one entire term and planning and designing for a second term (winter 2021). As the FODM was still being designed when some programs were offering their spring 2020 courses, I decided it could be problematic if faculty were using only a draft copy of the website and resources or if they had designed and begun to deliver their courses when the FODM was first offered to staff. Unfinished resources could potentially decrease satisfaction. Alternatively, the time frame may not have been sufficient to redesign the LMS course shells or fully implement the FODM expectations. To that end, I asked faculty if they used the FODM to design their courses in the Fall of 2020 and the Winter of 2021. This ensured they could speak on the full breadth of the website. Data was collected using two instruments, one college-wide survey of faculty (resulted in n=98) and one-to-one interviews (resulted in n=11).

3.4.1 *The Survey: Level One of Data Collection*

3.4.1.1. Sampling. Out of approximately 833 instructors currently listed on the staff listing at the college, approximately 584 of them are considered full-time instructors and qualified to participate in the study. The final population sample was 98, which signifies a 15% response rate. The invitation involved random sampling (McMillan & Schumacher, 2010) methods. Through a daily staff newsletter, I invited all faculty to participate in order to maximize the representation across a wide range of programs (McMillan & Schumacher, 2010). In addition, all department chairs received an email directly from the chair of Teacher Education requesting that all faculty under the supervision of each chair receive a message notifying staff of the link. The body of this email contained the same text as the notice in the daily staff news (Appendix E). Employees were asked to complete a consent form (Appendix A), and if they consented, they were directed to the basic demographic section of the survey. Non-instructional staff members were excluded from the results.

3.4.1.2. Instrument. The next stages of the survey requested participant input on their perspectives of the implementation of the FODM organized by sections:

1. Participant Demographics
2. The Flexible Online Delivery Model Website
3. The LEARN course entitled Teaching Online RRC
4. The School of Education, Arts, and Sciences (SEAS) online teaching roadmap resource (SEAS faculty only)
5. Mentorship and individualized resources for faculty
6. Overall satisfaction with the professional development and mentorship supports provided by the college

There were some sections of the survey where, depending on how the instructors answered a question, they may be directed to different subsequent questions. For example, if at the beginning of the section of the SEAS Online Course, the respondent indicated they were not a member of the SEAS school, they would be directed to the next section, forcing them to skip the rest of the questions. If the respondents indicated that they were a member of SEAS, they would be provided with pertinent questions to respond to. As previously mentioned, at the

conclusion of the survey, participants were asked if they would like to volunteer to participate in an one-to-one interview of approximately one hour in length. If they indicated the affirmative, they were directed to a new survey which collected their names and contact information.

For the preliminary online survey, I considered several software programs for data collection and analysis. I was looking for the main characteristics of the program to be easy to use and have comprehensive sorting and filtering capabilities (Mertler, 2015). Ultimately, to host the online survey, the University of Saskatchewan license of Survey Monkey software was selected to align with ethics expectations. Survey Monkey is a password-protected software that can generate a link that only RRC employees can fill out. This platform was used to design and deliver the survey and to collect and organize the data. In chapter 4, samples of graphs and Likert scales from Survey Monkey results have been selectively included. Participants were anonymous during the online survey. After data analysis, all survey data was exported from Survey Monkey and saved to a password-protected hard drive where it will be stored on the University of Saskatchewan One Drive for a period of five years in accordance with the Tri-Council data retention policy.

3.4.2 *The Interview: Level Two of Data Collection Overview*

3.4.2.1. Sampling. The second phase of data collection consisted of one-on-one interviews (Appendix D). At the close of the survey, 24 respondents had volunteered their time and had provided their demographic information. In order to select the interview sample, stratified purposive sampling, or a deliberate selection of participants (Creswell, 2012), was used to identify participants from those who volunteered for the second phase of the study. Purposive sampling is a method of selecting a deliberate, non-randomized pool of candidates to ensure representation across a wide variety of demographics and programs found at RRC (McMillan & Schumacher, 2010). Through this method of sampling g, I selected participants based on the school they worked for to achieve representation from all departments and accounting for various programs, including degree programs, diploma programs, certificate programs, and technical vocational (Red Seal) programs. After selecting 11 volunteers from the list of participants, they were contacted individually, and an appointment time to meet virtually was set up.

3.4.2.2. Instrument. Each participant was contacted independently through their preferred mode of contact as they indicated on the survey. They were sent the consent form in advance, and interview times were arranged. MS TEAMS was used as the digital interface, and a desktop audio-only recording was taken of the interview. Information collected was informed by the specific research instruments to gather attitudinal, behavioural, and performance measures (Mertler, 2015).

As this research was designed using a pragmatic philosophy of reality (Kivunja & Kuyini, 2017), it was important to acquire more in-depth information from participants and gain a better understanding of the experiences and perspectives of faculty (Seidman, 2019). One-on-one interviews were chosen as the instrument because the research needed only to focus on exploring one participant's response at a time (Seidman, 2019). Furthermore, the participant was free to express their own opinion without any pressure from colleagues and free from the concern that they would face consequences due to their comments.

For the interview, MS Teams was used as the interface while using a VPN provided by the University of Saskatchewan. An audio recording using an installed software (Screen-Cast-O-

Matic). It was saved to a personal, password-protected computer, and after the interview, it was uploaded to the University of Saskatchewan OneDrive account. I then transcribed by had the audio recordings and saved them as MS Word documents using my University of Saskatchewan account of Office 365.

3.5 Data Analysis

The overarching goal, based on a pragmatic positioning, was to explore participants' perspectives on whether they felt that the resources and supports from RRC led to greater or lesser self-efficacy as the FODM was rolled out. The survey and interview questions were designed to adhere to this pragmatic goal.

3.5.1 *Survey Analysis*

After the survey closed in February of 2021, I used this software to display the summarized results question by question. I then used the results from the demographic section to first identify if there was a wide representation across the college, and then I went through each question and analyzed them one by one pulling out the key takeaways and utilizing the graphic representation of each response to display the results. I used the Likert ratings from the survey as descriptive statistics to provide a rough indicator of how the faculty perceived each issue. But the focus was on the comments from the survey. In analyzing the long answer responses (comments), I chose quotes that represented the range of responses. When writing up the final chapter, which included summaries and conclusions, I looked at each section and did an overview of the entire group of questions to gather the key ideas and themes, while taking into account the numerical, descriptive statistics from the Likert scale questions to ascertain if there were trends that indicated attention should be directed to the issue of the question at hand.

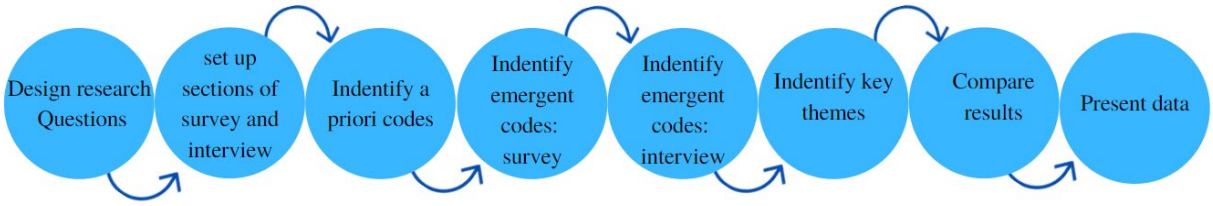
3.5.2 *Interview Analysis*

For the interview analysis phase of the research, I chose NVivo 12 which was recommended by the University of Saskatchewan Ethics Board. An a priori coding scheme (discussed in detail in chapter 4) was used to identify key text phrases (which was determined by the review of the literature and included efficacy, mentorship, and ICT proficiency) to evaluate if, from the participant's perspective and reflection, their proficiency in using the FODM

improved after the introduction of the various courses and faculty supports. It was important to interact personally with the data to design and adapt coding during initial analysis using an emergent coding methodology (Elliott, 2018). Once I transcribed the interviews into their full text, I used emergent coding utilizing the NVivo software (Elliott, 2018). NVivo provided a platform that helped process and identify some of the more complex or subtle themes. NVivo provides an interface that has the primary purpose of coding text. The software is easy for a new researcher to master and provides more comprehensive tracking and analytics. The coding was developed first by a priori coding, which was determined by the review of the literature and included efficacy, mentorship, and ICT proficiency. Emergent codes were then identified from the interview portion of the research. Finally, I compared the results to see if there was corroboration between the key findings of the initial data analysis of the online survey and the emergent themes of the interview and looked for evidence of pedagogical shifts. These key themes were ultimately used to inform the final summaries and conclusions of chapter 5. Figure 3.2 shows the process used in coding the data.

Figure 3.2

Coding Process



During the coding process, I used both a priori and emergent codes (listed in chapter 4) to code the survey comments and the interview transcripts. The second last blue circle in Figure 3.2 labelled as “compare results” refers to the process in which I compared the coding results of the survey comments to those of the interview comments to locate any consistencies or inconsistencies that might suggest the trustworthiness of the data or hidden complexities.

3.6 Trustworthiness

While planning this research, I felt that it was important that my work be transparent and my positionality within the research context be evident. The research questions were born of my

own awareness of the context of the college and the instructor realities of the implementation of the FODM. I also strove to be aware of and communicate my experience and skills as a researcher and planned the instrumentations accordingly (Elo et al., 2014).

Purposive sampling was used to select interview participants from volunteers who completed the survey portion of the data collection. I have included a brief profile of the participants to show how the interview participants were chosen, ensuring my readers can see the process I used (Creswell, 2012) and thereby judge for themselves if the process was trustworthy (Elo et al., 2014).

The organization of the data is also essential to demonstrate trustworthiness. For this study, the sections of the survey were organized in the same way the research questions were organized. The interview questions were also organized around these same key questions in order to ensure the data collection was focused on the original purpose of the research, thereby ensuring the data analysis was also focused on the research and the entire process was detailed and transparent (Elo et al., 2014). This will allow the audience of this paper to evaluate for themselves if this research is trustworthy and credible (Gunawan, 2015).

Agreement between the survey and the interview was important to assess in order to ensure the trustworthiness of the data (Gunawan, 2015). While the two instruments provided two separate methods of data collection, the design was informed by the same research questions, with the survey providing more breadth of the instructors' perspective and the interview providing more depth. The data analysis was designed to identify basic codes, which aligned according to the section themes before analysis began, and then used emergent coding to identify codes as the transcripts and survey responses were analyzed one by one. If I found repetition and saturation (saturation in terms of repetition of ideas to the extent where no new ideas appeared) between the emergent codes among both instruments, I would be able to accept the data as trustworthy (Gunawan, 2015). Ultimately, it is the reader who will decide for themselves if this data is trustworthy and reliable. To that end, I have endeavoured to share my conceptual framework, my research design, and my data analysis as thoroughly as possible so that it is transparent for my audience (Elo et al., 2014).

3.7 Researcher's Positionality

As an RRC instructor myself, I was also directly impacted by the pandemic and the necessity of moving to online learning during March of 2020. As a member of the Faculty of Teacher Education with a background in education, technology, and design, I was recruited by the RRC administration to help create resources specifically for the SEAS online teaching course. I am also an instructor in the TFL program, which is the adult education certification that all instructors at the college are required to complete. Because of my roles within the RRC context, I was part of the conversations that instructors were having as they moved to the FODM model of blended delivery. I felt this research created an opportunity to gather data from the college faculty (and for the college leadership team), which considered the instructors' perspective, potentially filling in gaps of data collection. As a researcher, I also needed to be aware of the biases I may have been holding. To that end, I was careful to ask questions that did not lead the participants, and I used neutral language to frame the questions. During the interview, the questions were open-ended so as to elicit honest and personal responses from the participants.

This research was designed using a pragmatic paradigm, seeking to understand the meaning that RRC faculty made regarding their perspective of the FODM rollout (Kivunja & Kuyini, 2017). Taking a pragmatic point of view allowed me to gather data that made sense to the project without having to adhere to strictly qualitative or quantitative paradigmatic practices; for example, I could draw upon documentation, interviews with participants, and surveys with quantitative-style questions. Because I was primarily interested in the perspectives of individual faculty at RRC, the majority of my analysis was focused on their comments from both the surveys and the interviews; hence, my study mostly involved qualitative analysis. Furthermore, I was interested in the affective self-reflection that instructors were undergoing, as they worked long hours and engaged in learning new resources and pedagogies in order to deliver quality courses. Pragmatism allows for the input of feelings and personal realities, creating a holistic paradigm of the instructor experience (Kivunja & Kuyini, 2017).

3.8 Ethics

For this research, there were two ethics certificates of approval which were required before the instruments could be delivered. After consultation with RRC Research Ethics Board (REB), the Chair advised me that RRC would only consider my application once approval was granted by the University of Saskatchewan Ethics Board. In early October of 2020, the initial application to the Office of Research ethics and University of Saskatchewan was submitted and feedback with a request for revisions was returned in November of 2020. Clarifications on software platforms were part of this request. The University of Saskatchewan Ethics board provided guidance that, where possible, RRC platforms should not be used. To this end, the University of Saskatchewan Ethics Board advised I request a Virtual Private Network (VPN), use the University of Saskatchewan account for Survey Monkey, and use an installed recording device (Screen-Cast-O-Matic) to avoid using cloud-based accounts or hosting recordings on the RRC Microsoft servers. A folder was also placed in the MS OneDrive account of Dr. Koole (thesis advisor) and shared with me. It was agreed that all materials would be uploaded through the VPN on a personal laptop in my home office. I also requested and received a University of Saskatchewan license for NVivo 12 to manage the data analysis. A revised application was sent to the ethics board documenting these changes. This satisfied the board that the ethics requirements involving human participants had been met. The certificate of approval (Appendix G) was issued on December 11, 2020. REB at RRC received the application for ethics approval the day after the University of Saskatchewan had issued their certificate of approval. It was accepted with no revisions, and the certificate (Appendix G) was issued on January 19, 2021.

3.9 Conclusion

In this chapter, I outlined the research procedures, including methodologies, procedures, and data collection. From the design of the instruments to the data collection and analysis, the entire process adhered to the ethics for human research outlined by the University of Saskatchewan and Red River College. Copies of the ethics certificates are located in Appendix G. In the next chapter, I will provide a detailed breakdown of the data analysis phase of both the survey and the interview and identify key themes of both the instruments. Chapter five will provide the discussion of the findings and provide conclusions and recommendations.

Chapter 4: Findings

It helped a lot with my own mental health and being excited for the next term, whereas at the end of December, I was burnt out and ready to you know, flip over like a like a pancake.

-Interview participant

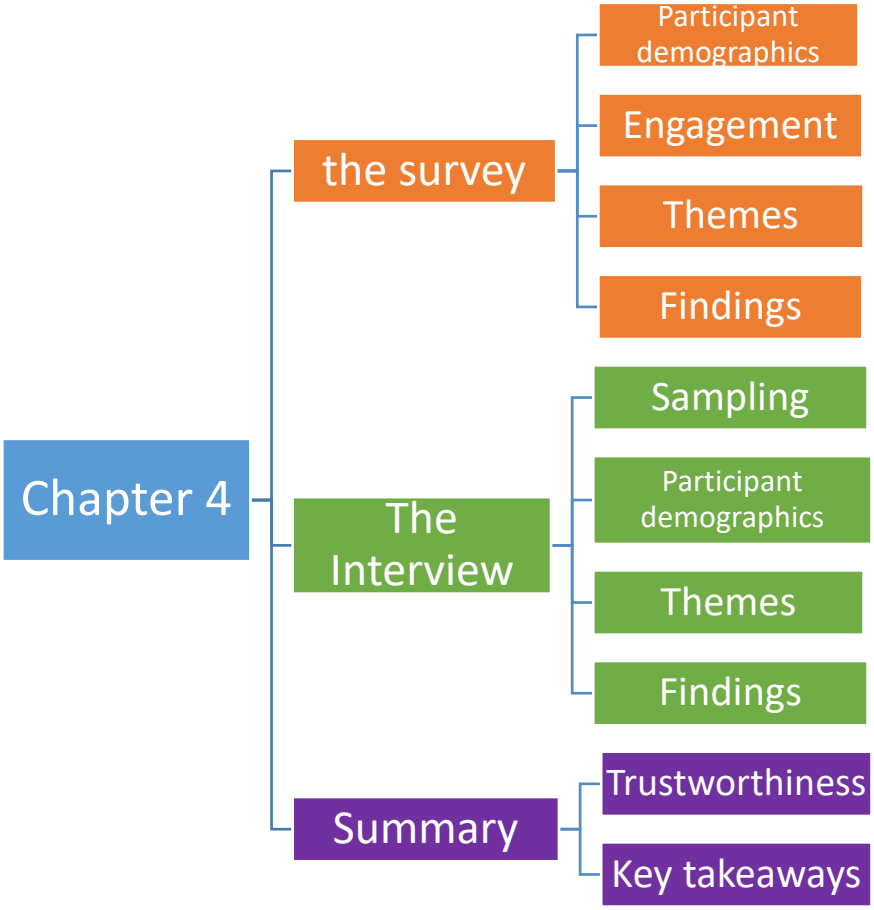
4.1 Introduction

It is important for institutions to examine how their employees react to changes in policies and procedures in order to mitigate problems that may arise such as burnout, waning satisfaction, and (more generally), whether employees can perform their jobs effectively. This research examined, from a faculty perspective, the rollout of a framework for flexible online delivery of courses at a large college in Manitoba during the COVID-19 pandemic. Data collection took place approximately 11 months after the abrupt move to blended learning due to the COVID-19 pandemic in March 2020. All participants in both the survey and the interviews were faculty members that had planned, designed, and taught in online or blended learning environments for at least two terms at Red River College of Applied Arts and Technology. This included instructors teaching in either the Spring of 2020, the fall of 2020 and or the Winter of 2021. This chapter first outlines the survey results, including a description of the participants and the themes that I explored. Next is a description and discussion of the 11 faculty interviews that were conducted. The final section of the chapter discusses the congruity between responses of the surveys and interviews, supporting the trustworthiness of the results.

The graphic below illustrates the organization of this chapter:

Figure 4.1

Outline of Chapter 4



4.2 The Research Overview

The purpose of this research is to evaluate, from a faculty perspective, the effectiveness of the resources and supports provided to staff during the rollout of the FODM. This chapter describes the key findings and prepares for the final discussion (chapter 5) of key findings to identify where the mandated use of the FODM has been successful and where more work still needs to be done. As this research uses a pragmatic philosophical positioning, collecting faculty feedback, I hope that this research would help to guide further decision-making opportunities.

In many ways, this research was somewhat like trying to hit a moving target as the college continues to provide resources and professional development opportunities in an ongoing basis.

This paper offers a snapshot in time so that the college can continue to make improvements while having this evaluation as a benchmark by which to measure future goals and decisions. As an instructor at the college using the FODM, I understand the importance of giving instructors a voice. While leadership designs the policy, it is the instructors who implement it which makes their perspectives crucial to offering feedback and past interactions with the purpose to ultimately improving the student experience.

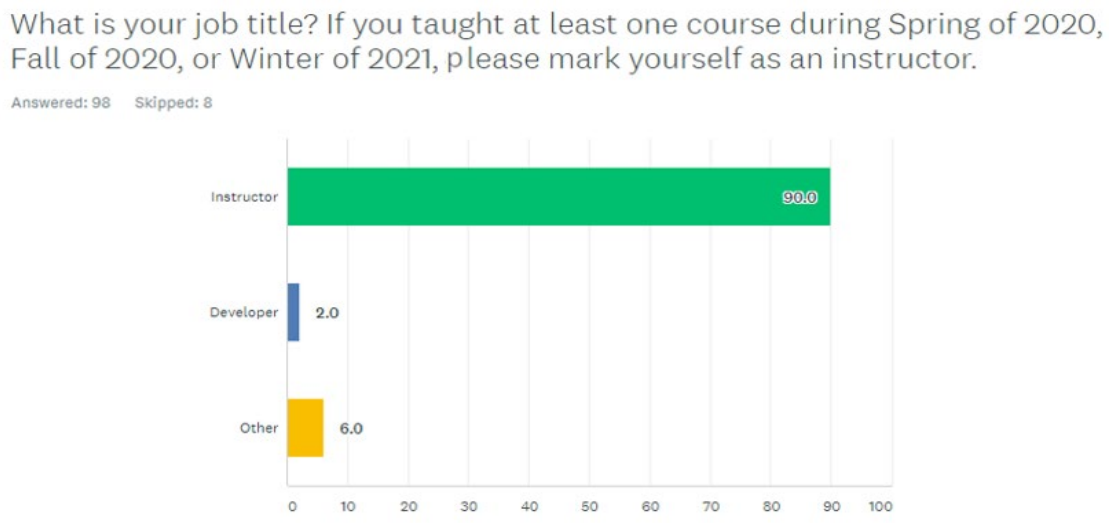
4.3 The Survey

The reporting of the data was split into several sections to attempt to draw out the main topics of the survey: the FODM faulty website, the Teaching Online RRC course, the SEAS Online Teaching Roadmap Course, and mentorship for faculty during the move to the FODM model. I placed the survey link in the Staff News on January 29, 2021, and the survey was closed on February 27, 2021. One hundred and five respondents (105) clicked on the link and opened the survey. In total, 103 respondents agreed to the first phase of the consent form, and 100 respondents agreed to the second and final phase of the consent form. Of those, 90 respondents indicated they were an instructor or faculty member, having taught at least one course in the identified time frame.

To begin the survey, labeled as question 1 and question 2, was the consent form. It was broken down into two parts, with the first part providing the background and the details of anonymity. The second part provided the contact information and gave participants the option to either accept consent or decline consent. The rest of this section will report on the remaining questions, from Question 3 to Question 50.

Figure 4.2

Question 3 (Job Title)



ANSWER CHOICES	RESPONSES	N=
Instructor	91.84%	90
Developer	2.04%	2
Other	6.12%	6
TOTAL		98

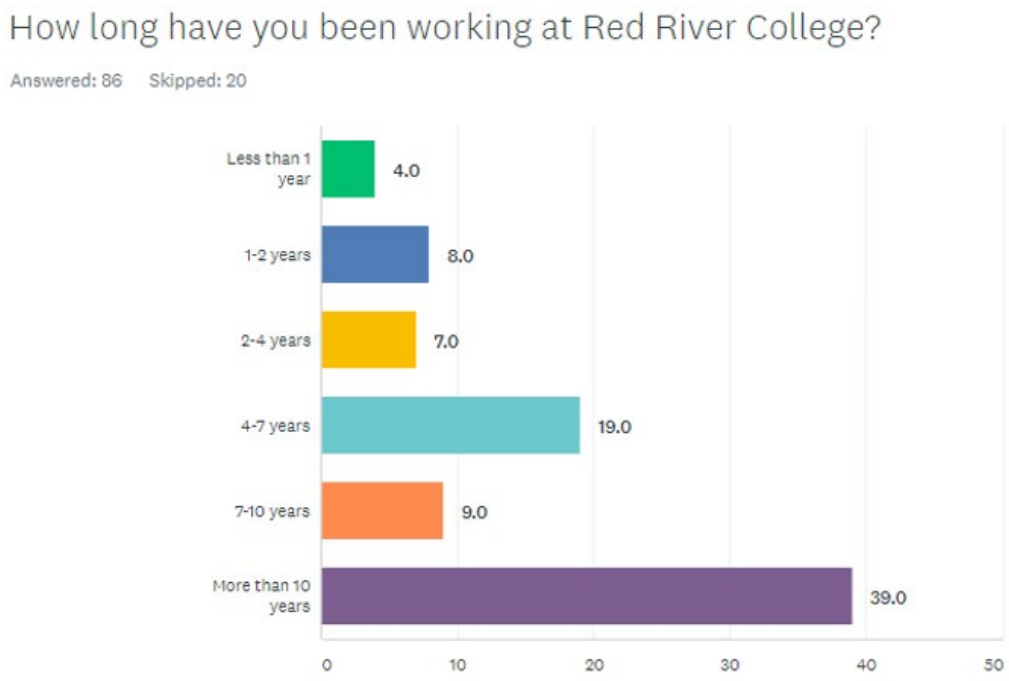
While there are approximately 833 instructors currently listed on the staff listing at the college, approximately 584 of them would be considered full-time instructors and qualify to participate in the study. This population sample (n=98) signifies a 15% response rate. It is important to note that the methodology for this research incorporates qualitative research. Its purpose is to compile perspectives and feedback to build a picture of the participants' context and story (Safdar et al., 2016). When paired with the survey data and coding from the 11 interviews, it is possible to use both of these instruments to identify common themes and critical understandings (Stake, 2010).

4.3.1 *Demographics*

Many different schools and departments represented the college, and both experienced and new instructors were included in the sample. Of the 90 instructors identified as having taught during the prescribed time frame, 86 completed the section on *time frame* of employment at the college.

Figure 4.3

Question 4 (Length of Time at College)



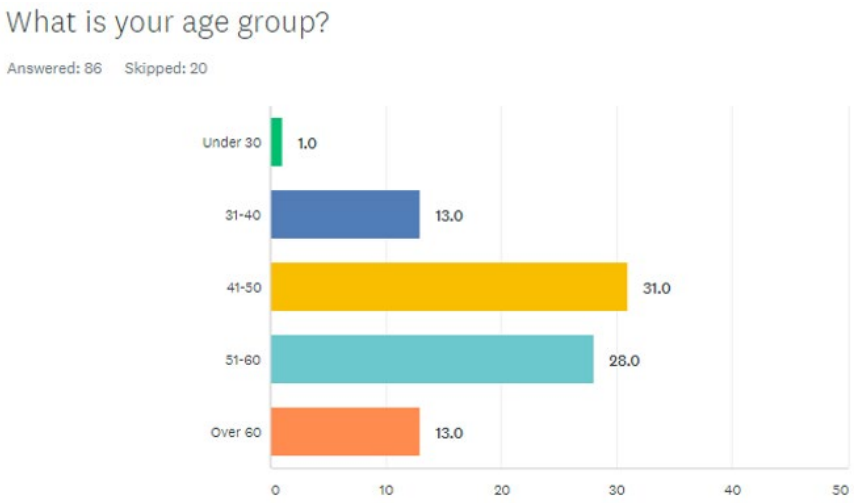
ANSWER CHOICES	RESPONSES	N=
Less than 1 year	4.65%	4
1-2 years	9.30%	8
2-4 years	8.14%	7
4-7 years	22.09%	19
7-10 years	10.47%	9
More than 10 years	45.35%	39
TOTAL		86

The breakdown in Figure 4.3 provided insight from instructors with a breadth of experience along with those who are new or newer to the college and enhanced the data analysis of the interview participant responses to see if there is any relationship between total years at the college and the ability of faculty to better handle the movement to online learning or increased uptake of the FODM.

Participants were asked to identify their age range (Figure 4.4). Specific ages were not collected in order to ensure the anonymity of interview participants. This prevented the identification of any relationship between the data regarding experiences with the FODM and other resources to the participants' age range. It would be interesting to see if different age groups responded differently to the FODM implemented on and subsequent to March 2020; however, it is outside of the scope of the current focus of this paper. Nevertheless, the age demographics show that a wide range of age groups at the college represented the general college population.

Figure 4.4

Question 5 (Age Demographics)



ANSWER CHOICES	RESPONSES	N=
Under 30	1.16%	1
31-40	15.12%	13
41-50	36.05%	31
51-60	32.56%	28
Over 60	15.12%	13
TOTAL		86

4.3.2 *Teaching Assignments and Holidays*

At RRC, there is a wide variety of programs with courses that have varying start dates and varying lengths of courses. I asked faculty who were teaching between March of 2020 and

January of 2021 about their workload. The majority of the 85 respondents who answered if they had taught in the spring of 2020 indicated they had (78%), with 80% of respondents indicating they had taken holidays in the summer of 2020. The follow-up question to this was an attempt to get an idea of the time frame that faculty had access to the FODM resources and policies. This is further investigated during the interview phase to see if having more time to implement and use the FODM resulted in better teaching outcomes or satisfaction with the resources available. To this end, I asked employees if they had taken holidays during the summer of 2020. Of those respondents, 80% (69) indicated that they had indeed taken at least some holidays. Of those who had taken holidays, I asked respondents to indicate a time frame of when they returned to the college after their summer holidays. The breakdown of dates of return is as follows:

Figure 4.5

Question 6 (Time Frame)

On what date did you return full time to the college after your summer break. If you did not take holidays during the summer of 2020, please leave this blank.

Answered: 72 Skipped: 34

Tag name	Frequency (bar)	Frequency (percentage)	N= Total Mentions
Aug 1-7		4.17%	3
Aug 15 -21		22.22%	16
Aug 22-28		19.44%	14
Aug 29-Sept 30		5.56%	4
Aug 8-14		27.78%	20
July		11.11%	8
Other		9.72%	7
		100.00%	72

Eighty respondents indicated they had taught in the fall of 2020 (94%) and 77 respondents in the winter of 2021 (90%). The time frames are not explicitly defined with the recognition that there are various start and end dates of programs and courses at the college. The terms “Fall”, “Spring”, and “Winter” were loosely categorized for faculty with the common practice that the Spring term is from April to June; Fall is from August to December, and Winter is from January to April.

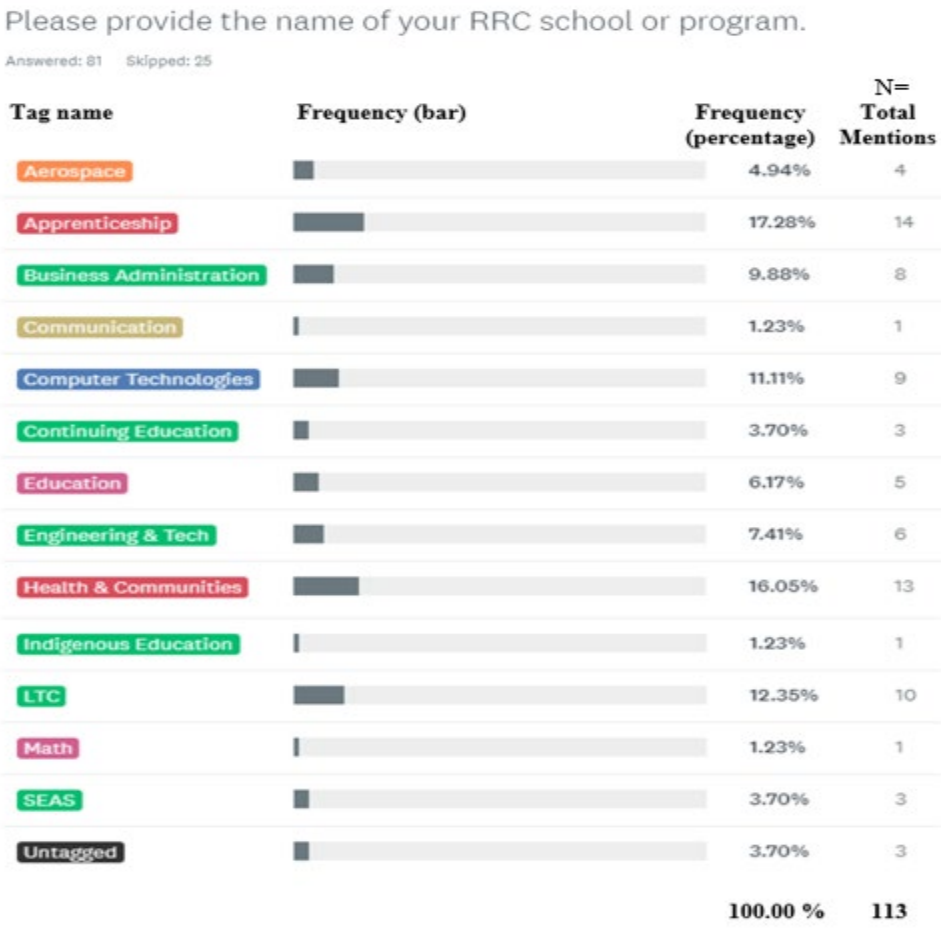
These results indicate there is a wide variety of respondents who taught throughout the time frame under examination (March 2020 to February 2021). This included respondents who had up to three terms to implement the FODM, as well as those who had limited opportunity to implement the FODM. This survey data permits a window into the general perspective of staff, which was complemented by the data from the interviews.

4.3.3 *Representation of College Programs*

Every school at the college which was in full operation during the move to online learning was represented through participant involvement along with a wide variety of programs (Figure 4.6). Considering the relative enrollment of each program, no school or program was either over-represented or under-represented.

Figure 4.6

Question 11 (School or Program)



Please provide the name of your RRC school or program.

Answered: 81 Skipped: 25

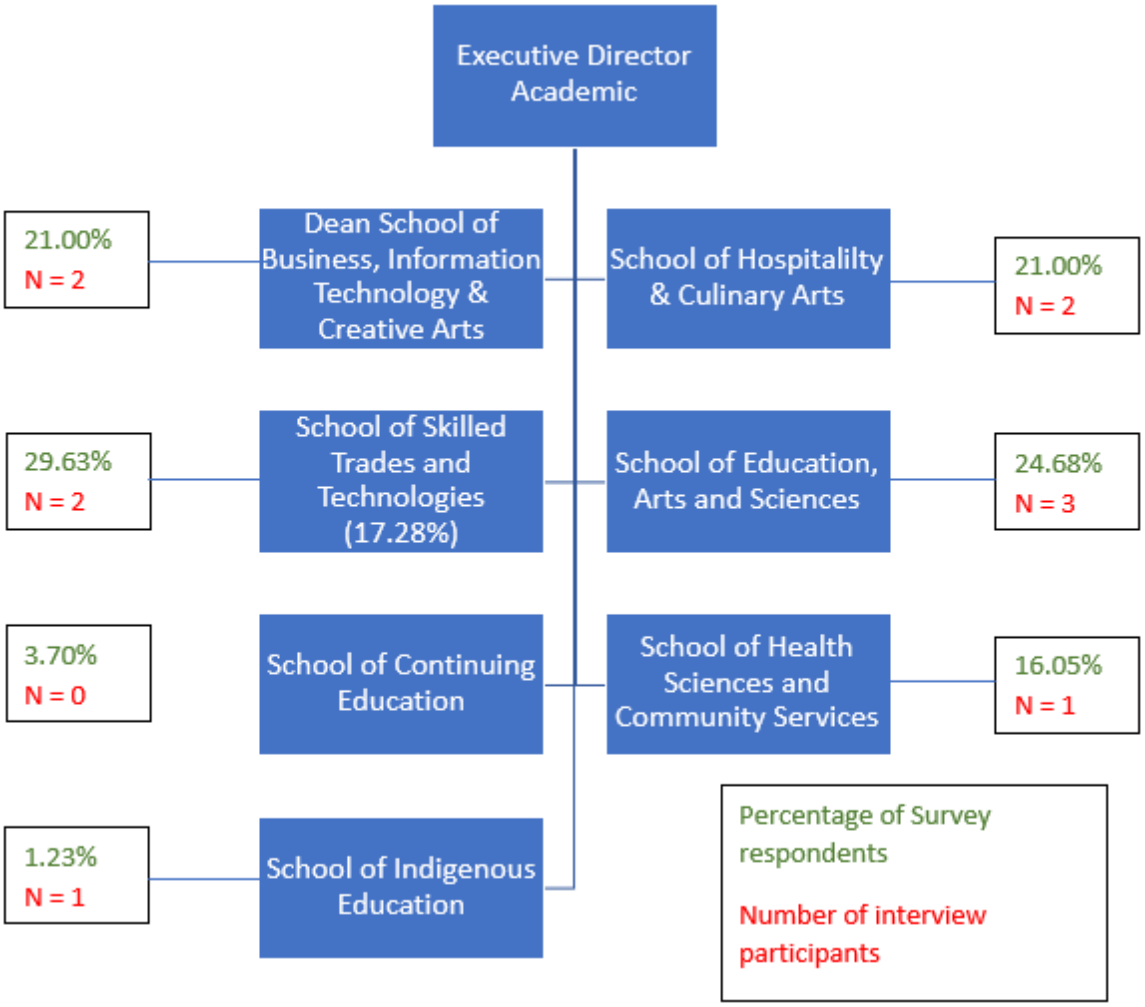
Tag name	Frequency (bar)	Frequency (percentage)	N= Total Mentions
Aerospace		4.94%	4
Apprenticeship		17.28%	14
Business Administration		9.88%	8
Communication		1.23%	1
Computer Technologies		11.11%	9
Continuing Education		3.70%	3
Education		6.17%	5
Engineering & Tech		7.41%	6
Health & Communities		16.05%	13
Indigenous Education		1.23%	1
LTC		12.35%	10
Math		1.23%	1
SEAS		3.70%	3
Untagged		3.70%	3
		100.00 %	**113**

There is some difficulty in breaking down faculty participation in answering this question by program since some responded with their program name and some responded with their school's name. For example, SEAS is the School of Education, Arts, and Sciences and would include the Language Training Centre (LTC), the education programs, math, and the Communication program. Nevertheless, it is encouraging that all schools were represented, along with and a wide variety of programs, giving a good representation of instructors across all disciplines. For example, while there appears to be one person from the math department who responded, they are representative of the larger SEAS school.

The following (Figure 4.7) shows an overview of the schools at RRC. One can see from the distribution of the participants, each school is represented by at least one interview participant except for the school of continuing education which has few full-time instructors and had major program disruptions since the start of the COVID-19 pandemic. Distribution also aligns to the proportion of faculty within each school.

Figure 4.7

Schools of RRC



Biases are always a concern when requesting responses to a survey. Why would one person fill in a survey and another person not? Perhaps, some instructors felt too busy, or others felt

suspicious that it was not genuinely anonymous (Better Works, 2019). Others may have felt that there was no point in participating in yet another survey as it would be unlikely to affect change (Qualtrics, n.d.).

4.3.4 *The Survey Topics*

I organized the survey to gather feedback on four different research topics:

- The FODM faculty website
- The Teaching Online RRC course
- The SEAS Online Teaching Roadmap Course
- Mentorship for faculty during the move to the FODM

I examined these four topics with regard to instructor technology choices for course, organizations of resources, and quality or helpfulness of the resources according to users. These four topics will also reappear in the section of data analysis for the one-on-one interview. Below, the topic sections are analyzed and broken down by questions (see Appendix C for the complete list of survey questions).

4.3.4.1 The Flexible Online Delivery Model. The section on the FODM provided some interesting ratings and some equally interesting comments. Participants had the option to provide open-ended comments in questions 13 (user experience: ease of use) and 14 (user experience: value of resources). The comments were either quite positive or quite negative which may be attributed to positive or negative affectivity. This type of response bias is influenced by a respondent's emotions towards a subject (Podsakoff et al., 2003). For example, if they had a positive experience with the FODM, it would lead them to respond with an artificially high rankings across the entire set of questions. If they found the FODM to be frustrating, they would be artificially low. Another form of bias could be mood state bias which results in the respondents' present state of mood affecting their responses (Podsakoff et al., 2003). In this section, there were also some references to workload and wellness, which will be examined more fully in further sections of the survey. I have included some of the comments From Questions 13 and 14 below, selecting a representation of the key ideas:

> *Having the requirements in drop down menus was a bad idea. I spent over an hour copying and pasting each group of items into a spreadsheet to make it easier to use.*
>
> *I have a good amount of experience designing courses and have had no difficulty transitioning to a more virtual model.*
>
> *The LONG list of requirements is extremely time consuming to use and I have no confidence that management will EVER check to see if I am following ANY of it. Why knock myself out?*
>
> *It is practical and yet draws on scholarly resources. It also gives examples of other Canadian and international institutions' practices.*
>
> *Like all new platforms, it is often not as 'easy' for the first-time end user to find things as it is 'thought' to be by the development teams.*
>
> *We had a support person who guided us. Better than site. I actually went to find it now and it is really difficult. Login is always from HUB and no link to it from there.*

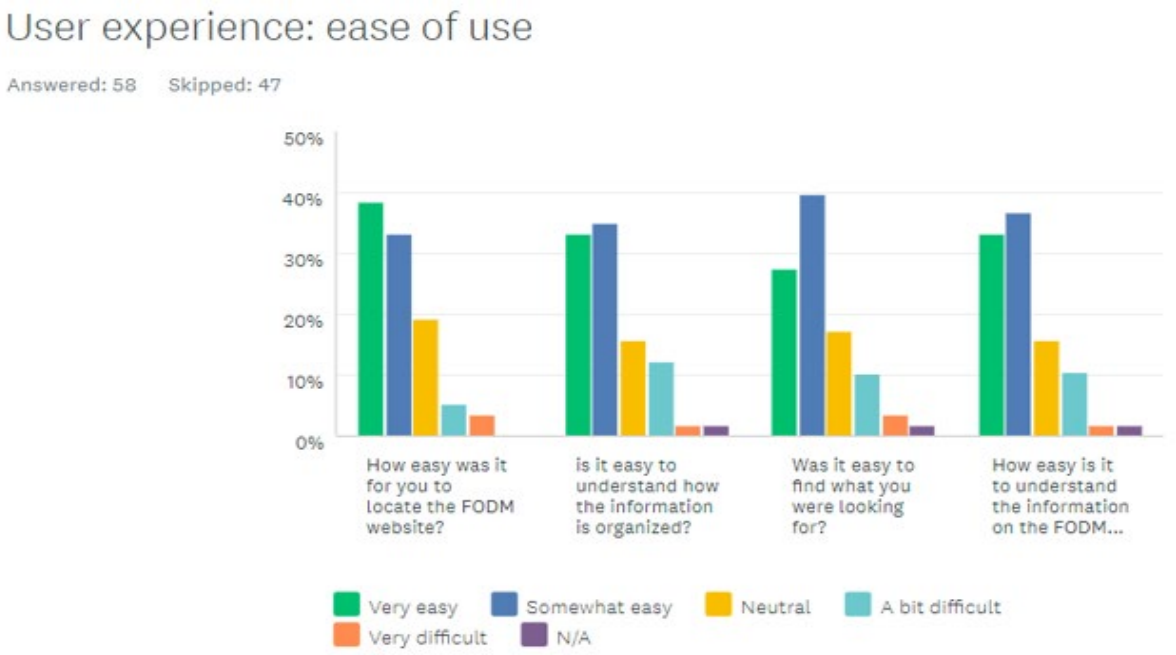
This last comment also relates to a later section of the survey regarding mentorship for faculty when implementing the FODM.

4.3.4.2. Overview of Questions for FODM Section of Survey. This section of the survey offered questions specifically relevant to the use of the FODM. Initially, I asked respondents whether they used the FODM to design courses within the specified time frame. Of the 83 respondents who answered this question, 76% (63 respondents) said they had used the FODM during this time for at least one course, and the remainder responded that they had not. If respondents answered "no," they were sent to the next section of the survey and did not have the option to respond to Question 13 through to Question 21, which were specific to the use of the FODM.

Question 13 (Figure 4.8) asked the participants about their user experience with the FODM, specifically asking about how easy the website was to use. The summary of the responses are found in Table 4.1:

Figure 4.8

Question 13 (FODM Website Ease of Use)



	VERY EASY	SOMEWHAT EASY	NEUTRAL	A BIT DIFFICULT	VERY DIFFICULT	N/A	TOTAL	WEIGHTED AVERAGE
How easy was it for you to locate the FODM website?	38.60% 22	33.33% 19	19.30% 11	5.26% 3	3.51% 2	0.00% 0	57	2.02
is it easy to understand how the information is organized?	33.33% 19	35.09% 20	15.79% 9	12.28% 7	1.75% 1	1.75% 1	57	2.13
Was it easy to find what you were looking for?	27.59% 16	39.66% 23	17.24% 10	10.34% 6	3.45% 2	1.72% 1	58	2.21
How easy is it to understand the information on the FODM website	33.33% 19	36.84% 21	15.79% 9	10.53% 6	1.75% 1	1.75% 1	57	2.09

Perhaps the biggest takeaway from the responses is that about 72% of respondents found the website somewhat easy or very easy to locate. Sixty-eight percent (68%) found the information organized in such a way as to make it somewhat easy to understand or very easy to understand while 66% of respondents found it was either very easy or somewhat easy to find specific resources, and 70% found that the information on the website was easy to understand. These ratios indicate that the college faculty support teams have created a highly accessible resource. Those who used the FODM found the resource to be highly accessible. A concern from this section of the survey is that 5 of the 57 (9%) respondents found it either a bit difficult or very difficult to locate the FODM website, and 14% found that the website was not well-organized. Under the category of how easy it was to understand the information on the website, 13% found that the website was poorly designed. These negative responses are important to consider because individuals may elect not to persevere to find the information they require, making the shift to a consistent student LMS experience problematic.

Figure 4.9

Question 14 (Value of FODM Website)

	VERY LIKELY	LIKELY	NEUTRAL	UNLIKELY	NOT AT ALL LIKELY	N/A	TOTAL	WEIGHTED AVERAGE
How likely are you to use the FODM website to help you plan your future courses?	38.60% 22	24.56% 14	21.05% 12	7.02% 4	7.02% 4	1.75% 1	57	2.18
How liklely are you to recommend this resource to a colleague?	33.93% 19	23.21% 13	30.36% 17	5.36% 3	5.36% 3	1.79% 1	56	2.24
How likely will you be to use this website when designing and delivering your future courses?	31.58% 18	31.58% 18	19.30% 11	7.02% 4	7.02% 4	3.51% 2	57	2.24

For question 14 (Figure 4.9), I asked respondents to rate the value of the resources on the FODM website. Of the 57 respondents, 63% of faculty have indicated they were likely or very likely to plan future courses using the FODM website, and 57% were likely or highly likely to

recommend the resources to a colleague. Finally, about 63% would be likely or highly likely to use the website when designing and delivering their courses. As this survey was delivered after teachers had finished planning their winter courses, it is possible they felt they had no further need for the website. Perhaps they felt that their courses were good enough and had no further wish to expend more energy on learning more about the LMS or the FODM. The possible reasons are examined further in chapter 5 regarding the relationship between planning and designing and using the FODM website resources. One comment from the open-ended question on this section offered this insight:

> *Now that I have taken the course and used the site I will likely not need to return unless I have a question.*

This comment speaks to the importance of a well-designed professional development course; effective learning experiences may reduce the need for repeated training.

The next set of questions (Table 4.1) asked respondents to rate the resources and the website on a five-star scale, with five being the highest level of satisfaction and one being the lowest level of satisfaction.

Table 4.1

FODM User Satisfaction Averages

Survey Question Number	Questions	Average satisfaction rating (total respondents)
15	How would you rate the FODM website as a resource to plan your course?	★
16	How would you rate the FODM as a resource to know where to find step by step guides in uploading and customizing the Course Introduction Package (CIP) for your courses?	★
17	How would you rate the FODM website as a resource to design your gradebook, dropboxes and rubrics?	★

18	Overall, how would you rate the FODM website as a resource to design and upload content to your fall LEARN courses?	★
19	How would you rate the FODM website as a resource to help you make decisions on choosing technology?	★
20	Overall, how would you rate the FODM website as a resource for designing your courses in LEARN?	★

While these results indicate that of those who used the FODM, the satisfaction rate was generally quite positive when this resource was used for setting and recreating the templates of the LEARN shells; however, satisfaction slipped somewhat when faculty were asked to rate the resources for the more advanced features of LEARN such as the gradebook, dropboxes, and rubrics. This topic is more fully examined during the interviews and when analyzing existing policies for technology selection at RRC.

At the end of this FODM website survey, I offered participants the opportunity to offer feedback to improve the appearance and organization of the FODM website. A sample of the 22 comments appear below:

The first set of comments below shows that leadership, mentorship, and accountability are important to faculty. This issue will be expanded on in the survey data and within the coding of the interview transcripts.

> *The Chair should know about it and should be driving the bus on implementation.*
>
> *When discussing the change [sic] we need to ensure that sufficient time is provided to instructors and that resources are stated in plan [sic] language and that responses are immediate, which I understand can be difficult. The instructor mentor with knowledge of the process was very helpful as it calmed my anxieties associated with this mandated change.*
>
> *FODM assumes instructional staff have not already used LEARN to design their courses in a way that works best for them and their course. If the College would like everyone to have a homogenous course deisgn,[sic] then it needs to be mandatory and someone should be ensuring that everyone uses it appropriately.*

The next set of comments refers to the ease of use of the website itself. A trend that emerged was that faculty suggested that the setup of resources should be simplified. There were a variety of comments ranging from an overall positive perception of the FODM website to a more negative reaction.

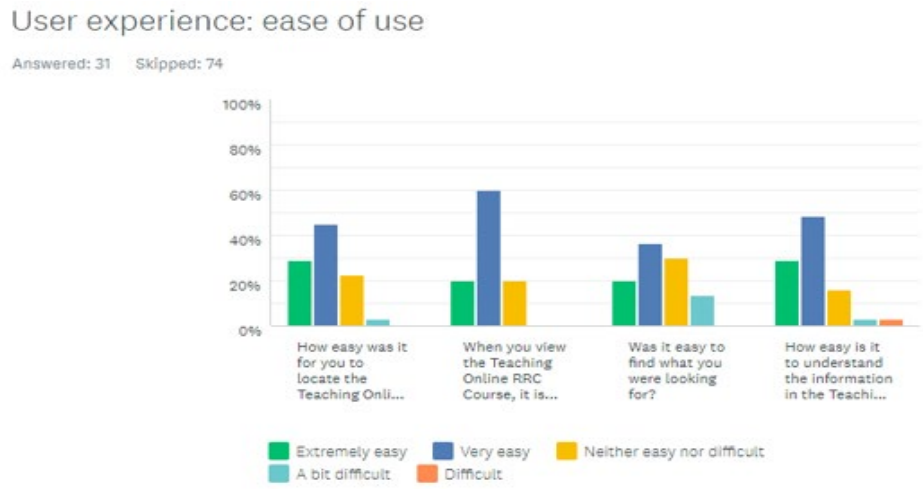
> *To make it as intuitive as possible. Web design seems to be updated and fairly easy to follow. I think less is more in a web page design makes it easier to follow.*
>
> *I like the look because it is consistent with the rest of the RRC site.*
>
> *Make it easier to get to. Looks okay.*
>
> *There needs to be a "change document" so that I can see what changes have been made to the FODM since I created my course. Otherwise, I cannot keep my course up to date. I am not going to start from scratch every time a new version of the Course Introduction package is made available.*
>
> *Anything that can be done to unclutter a website will help communication.*

4.3.4.3. Teaching Online RRC Course. The Teaching Online RRC Course was first offered to faculty members in the spring of 2020. It was a part of a support package offered to instructors through the CLPE, delivered by the LEARN LMS. It takes approximately three hours to complete and provided an overview of how to prepare courses, communicate with students and manage the blended learning environment. It was a blend of modeling the use of the technology, along with providing some theory-based learning. This resource provided a guide on how to take an active lecture format and translate it into lectures within a virtual environment. Discussion forums modeled how to foster engagement.

The first question of this part of the survey asked survey respondents to identify if they had enrolled in the Teaching Online RRC Course. Of the 77 respondents, 53% (n=41) indicated they had enrolled. Those who responded that they had not enrolled were branched to the next section of the survey. Of the 41 respondents who indicated that they had enrolled, 78% (n=32) indicated they had completed the course. Respondents who indicated they did not complete the course were branched to the next section.

Figure 4.10

Question 24 (Teaching Online Course Ease of Use)



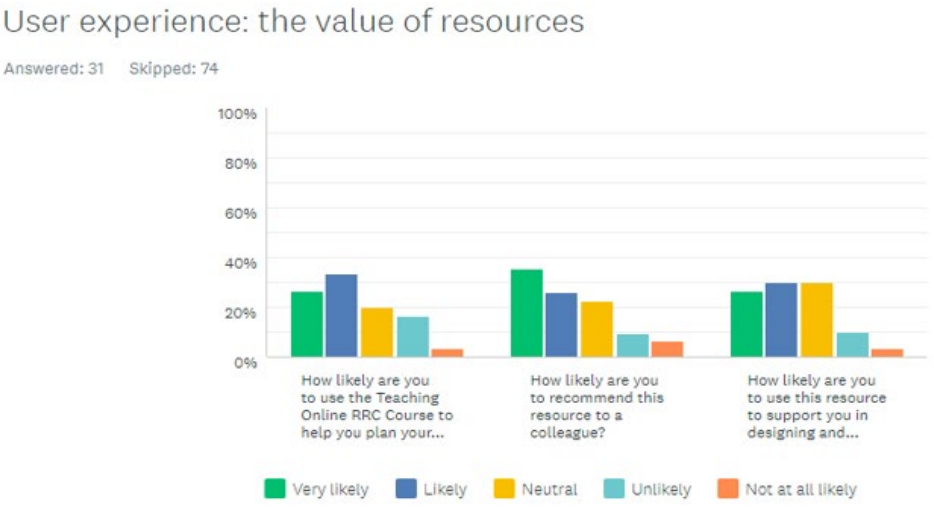
	EXTREMELY EASY	VERY EASY	NEITHER EASY NOR DIFFICULT	A BIT DIFFICULT	DIFFICULT	TOTAL	WEIGHTED AVERAGE
How easy was it for you to locate the Teaching Online RRC Course?	29.03% 9	45.16% 14	22.58% 7	3.23% 1	0.00% 0	31	2.00
When you view the Teaching Online RRC Course, it is easy to understand how the informaiton is organized?	20.00% 6	60.00% 18	20.00% 6	0.00% 0	0.00% 0	30	2.00
Was it easy to find what you were looking for?	20.00% 6	36.67% 11	30.00% 9	13.33% 4	0.00% 0	30	2.37
How easy is it to understand the information in the Teaching Online RRC Course	29.03% 9	48.39% 15	16.13% 5	3.23% 1	3.23% 1	31	2.03

The data indicated that of those who completed this course, locating and enrolling into the course was not a barrier to the majority of recipients (97%). All the respondents indicated that it was relatively easy to understand the layout of the course. Generally, only 13% of respondents found

that what they were looking for was not readily apparent, and 6% found the information either a bit difficult or difficult to understand.

The next question (Figure 4.11) asked questions regarding the value of the resources embedded in the Teaching Online RRC Course.

Figure 4.11



	VERY LIKELY	LIKELY	NEUTRAL	UNLIKELY	NOT AT ALL LIKELY	TOTAL	WEIGHTED AVERAGE
How likely are you to use the Teaching Online RRC Course to help you plan your courses in the future?	26.67% 8	33.33% 10	20.00% 6	16.67% 5	3.33% 1	30	2.37
How likely are you to recommend this resource to a colleague?	35.48% 11	25.81% 8	22.58% 7	9.68% 3	6.45% 2	31	2.26
How likely are you to use this resource to support you in designing and delivering your courses in the future?	26.67% 8	30.00% 9	30.00% 9	10.00% 3	3.33% 1	30	2.33

In this section, a slightly lower level of satisfaction was expressed, with 20% either unlikely or not at all likely to use this resource to plan their courses for the future. When asked about using this course to design and deliver future courses, only 13% indicated they were either unlikely or

very unlikely to do so. Of the 31 respondents, 16% indicated they were either unlikely or very unlikely to recommend this resource to a colleague. It should be noted that, in order to complete this course, employees had to locate the online modules, enroll in the course in LEARN, and complete a 3-hour course. Of those who did complete the course, it is possible that they were employees with a higher level of engagement in following the FODM. The high levels of negative responses for this section require more consideration in the next chapter.

The next questions asked respondents to rank their levels of satisfaction with the Teaching Online RRC Course. The results are displayed in Table 4.2:

Table 4.2

User Satisfaction for Teaching Online RRC Course Questions 26 – 31

Survey Question Number	Questions	Average satisfaction rating (total respondents)
26	How would you rate the Teaching Online RRC as a resource to plan your course?	★ 3.5
27	How would you rate the Teaching Online RRC Course as a resource to find step-by-step guides in uploading and customizing the Course Introduction Package (CIP) for your courses?	★ 3.2
28	How would you rate the Teaching Online RRC Course website as a resource to design your gradebook, dropboxes and rubrics?	★ 3.0
29	Overall, how would you rate the Teaching Online RRC Course website as a resource to design and upload content to your fall LEARN courses?	★ 3.2
30	How would you rate the Teaching Online RRC Course as a resource to help you make decisions on choosing technology?	★ 2.9
31	Overall, how would you rate the Teaching Online RRC Course as a resource for designing your courses in LEARN?	★ 3.3

The results of this user satisfaction section are similar to the satisfaction levels of the FODM website yet involved approximately half the respondents (n=31). There is a low

satisfaction rating when faculty used this resource to choose technology. As most of the technology use was mandated by the College, it would be interesting to know if faculty feel it is valuable to have a good understanding of how to choose technology given that this is, in essence, an area over which they have limited control.

Faculty had the option to leave open-ended comments in this section, but only three responses were received for this question:

> *I think this meets needs. As technology becomes more infused with the course content I can see this evolving as well.*
>
> *I found the first version to be quite heavy and not conducive to synchronous blended learning. The templates are very "buggy" with spacing and fonts and sometimes one has to just give up.*
>
> *I didn't find value in this tool.*

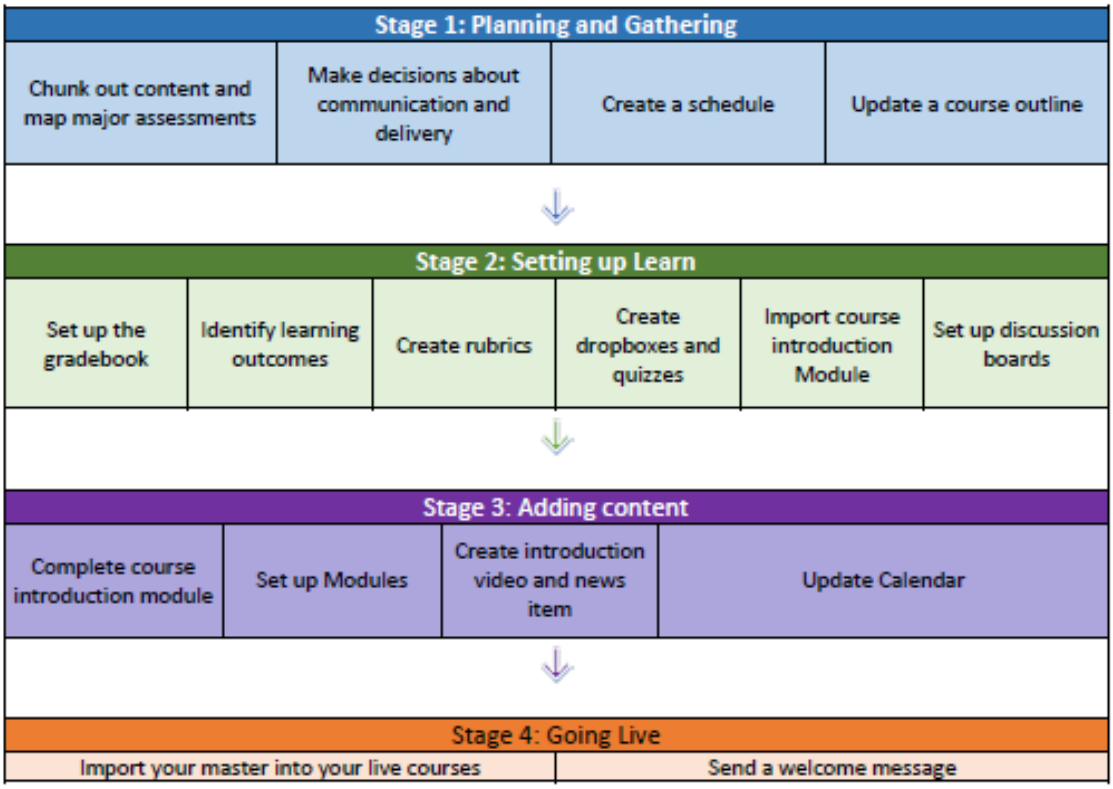
The final two of these comments are quite negative towards the Teaching Online RRC Course, contrasting with the first comment indicating that it is a resource that meets the need of those who enroll.

4.3.4.4. SEAS Online Teaching Roadmap. Question 33 asked respondents to identify if they were a member of the SEAS faculty. The SEAS faculty encompasses the departments which fall under the scope of science, education, and arts. Of those who answered this question, 18 answered in the affirmative and they were allowed to progress to the next set of SEAS-specific questions. For those who answered negatively, they were branched to the subsequent section.

Questions 34 to 43 ask respondents to rank and comment on their perception of the SEAS Online Teaching Roadmap course. These questions followed a similar format to the previous two sections. The first question asked solicited feedback on the SEAS Roadmap Graphic. Figure 4.12

appeared in the survey to ensure participants could identify the specific graphic to which the question referred.

Figure 4.12



From: Red River College © 2021

Question 34 was answered by 17 participants (Figure 4.13).

Figure 4.13

Question 34 (SEAS Roadmap Graphic Effectiveness)

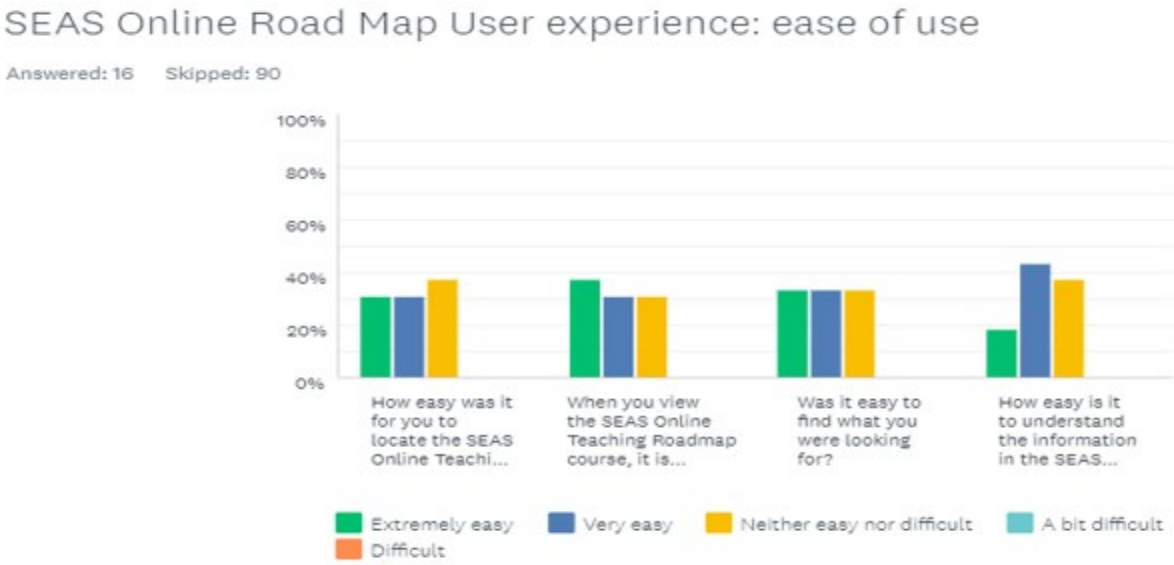
	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	17.65% 3	11.76% 2	29.41% 5	29.41% 5	11.76% 2	17	3.06

Although the data pool may not be statistically significant, it helps signal an area for further consideration. The responses indicate that this graphic resource was viewed slightly less positively than the course as a whole.

The next question (Figure 4.14) asked participants to rank the accessibility and organization of this course.

Figure 4.14

Question 35 (SEAS Ease of Use)



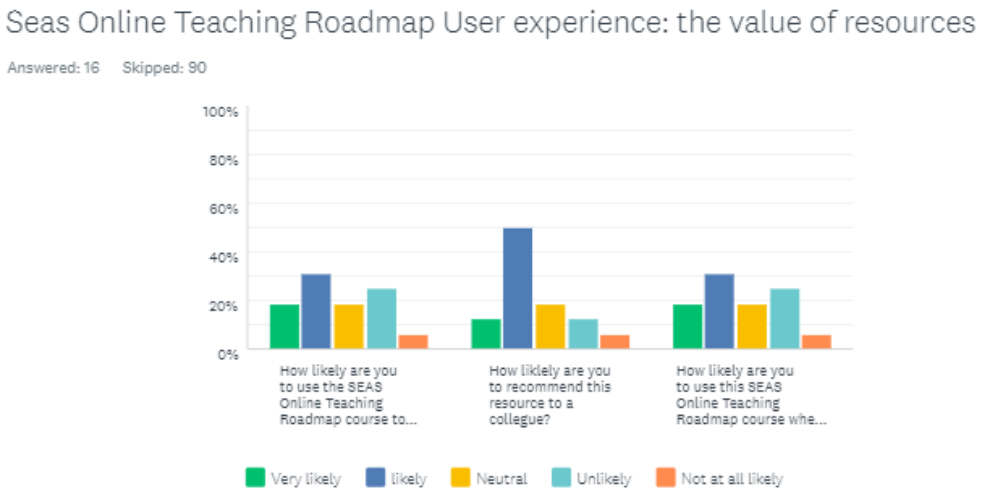
	EXTREMELY EASY	VERY EASY	NEITHER EASY NOR DIFFICULT	A BIT DIFFICULT	DIFFICULT	TOTAL
How easy was it for you to locate the SEAS Online Teaching Roadmap course in LEARN	31.25% 5	31.25% 5	37.50% 6	0.00% 0	0.00% 0	16
When you view the SEAS Online Teaching Roadmap course, it is easy to understand how the informaiton is organized?	37.50% 6	31.25% 5	31.25% 5	0.00% 0	0.00% 0	16
Was it easy to find what you were looking for?	33.33% 5	33.33% 5	33.33% 5	0.00% 0	0.00% 0	15
How easy is it to understand the information in the SEAS Online Teaching Roadmap course	18.75% 3	43.75% 7	37.50% 6	0.00% 0	0.00% 0	16

The following responses indicate that no major issues were identified in finding, navigating, or understanding the resources according to those that did participate. No respondents identified these resources as either difficult or a bit difficult to locate or understand the resources.

Question 36 was included in order to evaluate the value of the SEAS Online Teaching Roadmap course.

Figure 4.15

Question 36 (Roadmap User Experience)



	VERY LIKELY	LIKELY	NEUTRAL	UNLIKELY	NOT AT ALL LIKELY	TOTAL	WEIGHTED AVERAGE
How likely are you to use the SEAS Online Teaching Roadmap course to help you plan your courses in the future?	18.75% 3	31.25% 5	18.75% 3	25.00% 4	6.25% 1	16	2.69
How likely are you to recommend this resource to a collegue?	12.50% 2	50.00% 8	18.75% 3	12.50% 2	6.25% 1	16	2.60
How likely are you to use this SEAS Online Teaching Roadmap course when designing and delivering your future courses?	18.75% 3	31.25% 5	18.75% 3	25.00% 4	6.25% 1	16	2.69

The above results (Figure 4.15) indicate that of the only 16 people who responded to this question, 31% indicated they were unlikely or not at all likely to use this resource in the future as a resource to plan and deliver their courses. With the low response rate of this question, the open comments may provide some insight into the low ratings. Two participants commented:

> *I took the course once and won't have the mental energy to go back and review what I missed the first time I took it... Sorry...*
>
> *I would likely use it more if I did not have access to the previous 2 courses I mentioned.*

The first comment may suggest that there is a level of burnout which some instructors feel. The second comment indicates that this third resource the survey evaluated could have been considered repetitive to some instructors.

The next set of questions, Questions 37 to 42, of the section on the SEAS Teaching Online Course asked participants to rank the resources on a Likert scale, using a star ranking system. These questions explored the participants' thoughts on the value of the resources when used to help instructors plan, develop and deliver their courses.

Table 4.3

Questions 37 - 42

Survey Question Number	Questions	Average satisfaction rating (total respondents)	Percentage of respondents who ranked this resource with one star (total respondents)
37	How would you rate the SEAS online Teaching Roadmap as a resource to plan your course?	★ 3.5 (16)	12 (2)
38	How would you rate the SEAS online Teaching Roadmap course as a resource to know where to find step by step guides in uploading and customizing the Course Introduction Package (CIP) for your courses?	★ 3.1 (16)	19 (3)
39	How would you rate the SEAS online Teaching Roadmap course as a resource to design your gradebook, dropboxes, and rubrics?	★ 3.0 (15)	13 (2)
40	Overall, how would you rate the SEAS online Teaching Roadmap course as a resource to design and upload content to your fall LEARN courses?	★ 3.2 (16)	19 (3)
41	How would you rate the SEAS online Teaching Roadmap course as a resource to help you make decisions on choosing technology?	★ 2.9 (16)	19 (3)
42	Overall, how would you rate the SEAS online Teaching Roadmap course as a resource for designing your courses in LEARN?	★ 3.2 (16)	19 (3)

With an average of 16 respondents for the above questions, this shows that while this was seen as a valuable resource to plan online courses for those within SEAS, this would be considered an average resource for all other uses. A takeaway from this set of questions is that some of these resources were given one star by 19% of respondents, although it is important to note this represents only three respondents. One of the comments offered from the open responses is as follows:

> *… invest paid human resources with actual expertise and experience in teaching online to develop an online course with actual examples of best practices instead of pressuring instructors with full-time assignments to throw a resource together during unpaid time off the sides of their desks.*

It is unclear if this respondent is expressing concern regarding the lack of expertise of the designers or the implied exploitation of the resource designers.

4.3.4.5. Mentorship and Individualized Resources for Faculty. The next section of the survey is the next major branch that I asked all participants to complete. The first question asked, "Have you connected with any staff members (colleagues, supervisors, CLPE, LEARN Support, etc.) from RRC to help you plan, develop, and deliver your courses?" Of the 72 respondents, 85% indicated that they did seek help from one of the above groups. The follow-up question requested that respondents identify if "… there was enough staff made available to faculty to support designing and delivering courses using the FODM?" Sixty-eight percent (68%) of respondents felt that there were enough staff made available.

In the final questions, respondents were asked to briefly describe your experience when connecting with staff at RRC to support you in designing and delivering courses using the FODM. Figure 4.16 shows that of the 54 short answer responses, 28% had connected with CLPE, 41% had connected with LEARN support, and 15% did not seek any help or mentorship opportunities. Excessive time was mentioned 15% of the time, and a mention of help from leadership was mentioned only by two respondents. As a proportion of total respondents, 22% indicated they had experienced negative outcomes or interactions after accessing and using the resources, and 56% indicated that they had experienced a positive interaction. One person mentioned pedagogy, and this was framed in a negative light with the participant expressing

concern that there was a lack of focus on the learning theory of course design. Those that reached out to peers accounted for 22% of respondents. Fourteen percent (14%) indicated that excessive time was required to access the resource, resulting in a negative comment by these respondents.

Figure 4.16

Please briefly describe your experience when connecting with staff at RRC to support you in designing and delivering courses using the FODM. If you did not utilize any of these resources, please write N/A.

Tag name	Frequency (bar)	Frequency (percentage)	Total Mentions
CLPE		27.78%	15
Did Not Seek Help		18.52%	10
Excessive Time		14.81%	8
Leadership		3.70%	2
learn		40.74%	22
Negative		22.22%	12
Pedagogy		1.85%	1
Peer to Peer		22.22%	12
Positive		59.26%	32
Untagged		1.85%	1
		100.00 %	**113**

A selection of comments from this section appears below. Some comments indicate that faculty found value in connecting with CLPE design experts and LEARN support.

> *LEARN support was amazing when I ran into problems with [sic] uploading information. That was really the only "connection" I had. We seemed to be pretty much left on our own to "make it work".*

> *I know and work with the CLPE staff. The relationship has been positive. Extra kudos to the LEARN support. I am impressed with how consistently responsive they have been.*

> *LEARN Support consistently provides fast, efficient, and effective help. I have yet to contact CLPE for consultation on my course development, but plan to if I'm ever granted work time to actually invest in course development. So far all course development has happened alongside a full-time or near full-time teaching assignment. I am currently the only instructor teaching the courses I teach, so I've had no opportunity for collaboration with colleagues. I have not received feedback, nor even a basic check-in, from my managers or other leadership.*

Other comments indicated they appreciated dedicated tech support and trainers within their various departments.

> *We have a Trainer of Learning Technology in SIE. I met him on my first day of work. He answers any questions quickly. I know some colleagues have standings meetings with him and they find them very helpful. I can't imagine our school functioning online without this role embedded within it.*

> *we [sic] have a dedicated LEARN staffer, which is the most valuable thing we have.*

> *Faculty of Nursing has a curriculum mentor that is very helpful. The increased LEARN support has been excellent, and they provide very timely help.*

Yet other faculty noted the value of networking with others, suggesting the college may do well to look into fostering opportunities for peer networking and mentorships.

> *In many cases is was easiest to rely on colleagues and what they found most useful.*

> *I have been closely working on developing Modules/Units with a few staff members of Language Training Centre. We help each others [sic] in many ways, including navigating within course template to make organized according to the format provided.*

I work with an amazing team of colleagues! We have a Microsoft Teams site/chat. Each morning we greet each other and each evening we sign off. On this site we banter, ask questions and in general support each other. When teaching, if there are glitches, someone on our chat is a keyboard away with an answer, offer to assist, or ability to provide direction. We are committed to each other and to our program in order to provide the best possible online experience for our students. Folks at the IT department are quick to support from their expertise.

Generally excellent collaboration with informative communication.

Other comments were negative and identified concerns ranging from lengthy wait times to, unapproachable staff or lack of expertise.

I wish that LEARN support was more supportive in using [MS TEAMS] teams to explain problems. Just email takes forever and not that productive sometimes.

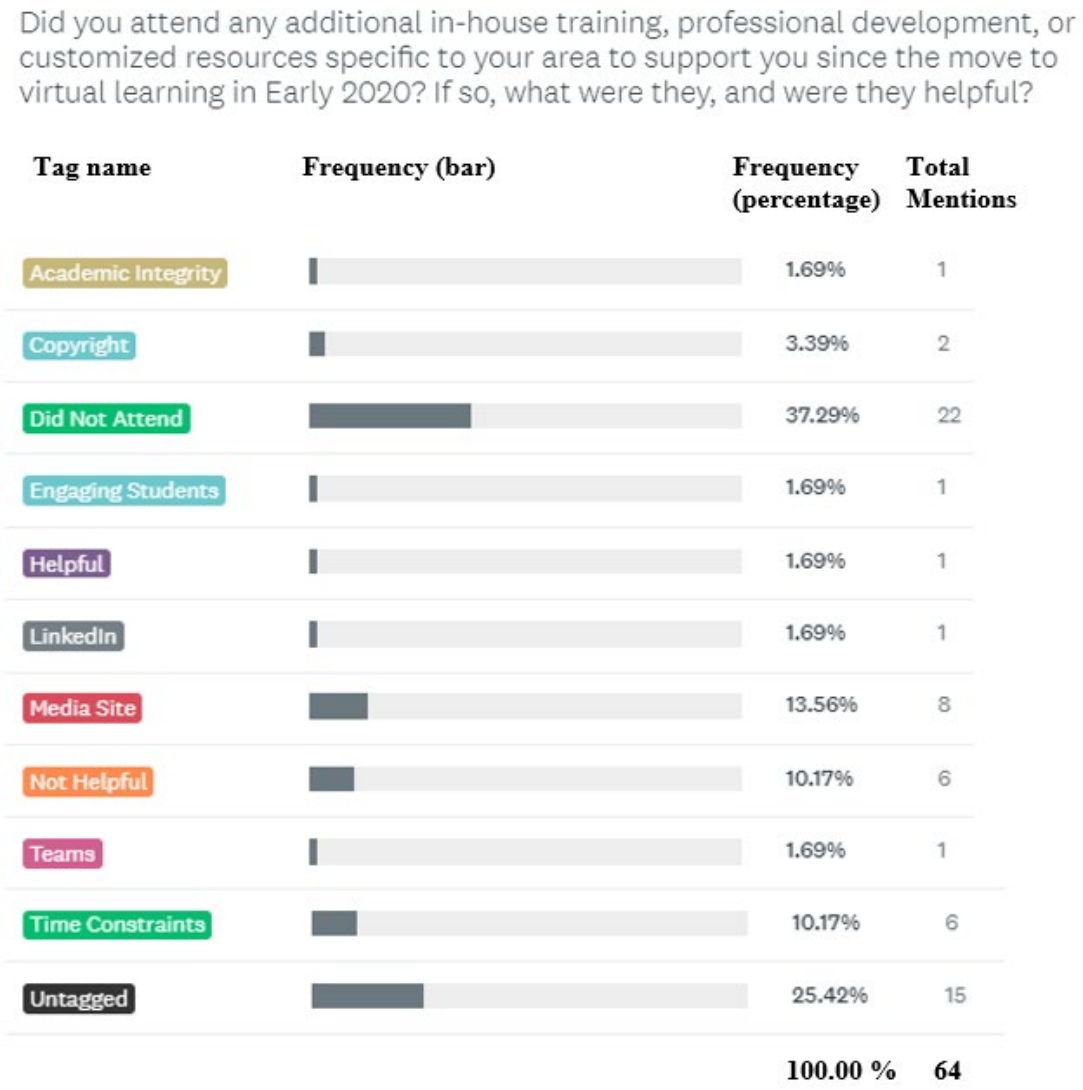
While I understand that the pandemic threw a lot of wrenches into the system - there didn't seem to be a lot of options for a WebEx or zoom consult to walk thru the 'guides' with you - the defaults are always automated. Watch this guide - some of which, the pacing was quite fast IF you were not familiar with or confident with technology - so there as LOT of pausing, rewinding, watching again, and that impacted the overall 'flow' of content. IF you had more questions, then auto email with an email response, then you IF that didn't work, a phone call and IF that didn't work . . .a face-to-face video chat... but that was the last support offered. When for many, a face-to-face video chat with shared screen would have been much preferred as the first option.....and less frustrating to navigate..... It also gave off the impression that you were 'bothering' them with your continued questions.... I know that wasn't the case.....yet certainly did have that "air" about it...

Responses on the resources initially was not very effective as they were receiving multiple requests and thus the wait time was significant, and I felt that they thought I should know more about the sites and the tools associated with the sights thus reducing my desire to make the connection.

I connect with people within my own network to help and assist. I feel as though any assistance offered by the College is only about what technology is available to me, and not at all about how I can think about my course to make it better from a pedagogy perspective.

4.3.4.6. Overall Satisfaction with the Rollout of the FODM. This final section of the survey asked for both general impressions of the process of rolling out the FODM as well as specific feedback on what respondents liked and what could have been improved. The first question (Figure 4.17) was intended to determine if instructors were taking advantage of any resources outside of those offered by CLPE, LEARN support, the FODM website, and the SEAS Online Roadmap Course. A total of 59 short answer responses were offered. They are organized into ten different categories.

Figure 4.17



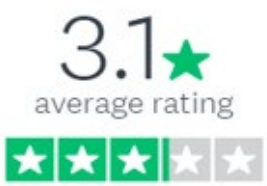
The above graphic illustrates that of those who responded, 37 % of respondents indicate that they did not use any resources outside of what was offered through the college in their main courses and the FODM website. Of those who did use some of the extra resources not included on the FODM, in the Teaching Online RRC course, or in the SEAS Roadmap course, over 13% of respondents mentioned the Desktop Media Site course. The responses were overwhelmingly negative for this piece of software, claiming it is too sophisticated for instructors' needs and far too time-consuming to upload videos. Ten percent of respondents indicated that they had attempted other training offered by RRC, but they did not find the resources helpful. Time constraint was again mentioned as being a barrier to improvement.

When asked about overall satisfaction regarding instructor support given by the college since the COVID-19 pandemic (Question 48), the average rating on a scale of 1 to 5 (with five being the highest) was 3.1 out of 5 stars. Eleven (19%) ranked the resources with 1 star, 7 (12%) ranked resource with 2 stars, 13 (22%) ranked the resources with 3 stars. A higher than average approval rating was given by 17 respondents (29%) with 4 stars, and 10 respondents (17%) ranked the resources with 5 stars.

Figure 4.18

How satisfied are you with the way RRC has supported you as you design(ed) and deliver(ed) your courses since the Covid 19 Pandemic caused the shift to online learning?

Answered: 58 Skipped: 48



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	18.97% 11	12.07% 7	22.41% 13	29.31% 17	17.24% 10	58	3.14

Tag name	Frequency (bar)	Frequency (percentage)	Total Mentions
FODM not flexible		17.65%	6
Isolating		2.94%	1
Lack of Accountability		8.82%	3
Lack of Leadership		14.71%	5
lack of Mentorship		17.65%	6
Lack of Pedagogy		20.59%	7
Overwhelming		38.24%	13
Peer to Peer Mentorship		11.76%	4
Postitive Leadership		11.76%	4
Quality Resources		26.47%	9
Untagged		11.76%	4
		100.00%	**62**

Question 48 (Figure 4.18) asked respondents to consider how satisfied they were overall with the way RRC has supported instructors since the COVID-19 pandemic caused the shift to online learning. On a five-star ranking system, the 58 respondents ranked their overall satisfaction level with the support they received at 3.1. Comments generally reflected the themes that emerged during the interview phase. Of the 34 respondents who commented, 26% commented that they felt well supported by quality resources and 11.8 % commented that they felt that college leadership was positive during the switch to remote learning, and 11.8 % commented that peer-to-peer relationships emerged as necessary to their successes. Overall, 38% felt that they found the number of resources and communication overwhelming, with several comments mentioning a heavy workload and stress. Of the 20.6% who felt a lack of support for good pedagogy, 17.6% commented on the lack of mentorship, and 8.8% commented on the lack of accountability guidelines provided within the resources. 17.7% of the comments indicated that they found the FODM not flexible enough to satisfy their needs as a course designer and instructor.

Question 49 asked respondents to consider the quality of the courses they delivered to students after implementing the FODM. They ranked the effectiveness of the FODM in improving their course design when comparing them to before the COVID-19 pandemic. The average ranking was 2.95 out of 5.

Figure 4.19

When comparing the quality of the fall courses of 2020, and/or your Winter 2021 resources to your courses Pre-Covid 19, how effective do you think the FODM has been in improving your course design? If you are in your first term of delivering a course at RRC, please skip this question.

Answered: 59 Skipped: 47

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	25.42% 15	8.47% 5	22.03% 13	33.90% 20	10.17% 6	59	2.95

When asked for suggestions for improvement (Figure 4.20), 50% of respondents did not offer feedback. Of those who responded (34 respondents), 15% suggested more mentorship, 12 % recommended more seamless tech integration, and 9% requested more focus on increasing student engagement. Three percent wanted more focus on improved teaching, and 3% wanted enhanced access to templates for LEARN shells.

Figure 4.20

Are there suggestions for improvement that you would like to share with us?

Answered: 34 Skipped: 72

Tag name	Frequency (bar)	Frequency (percentage)	Total Mentions
Clarity of Leadership		2.94%	1
Improved Prof Dev		26.47%	9
Mentorship		23.53%	8
Module Template		2.94%	1
More Chair Investment		5.88%	2
More Seemless Tech		11.76%	4
Student Engagement		8.82%	3
Time Constraints		2.94%	1
Untagged		23.53%	8
		100.00%	**37**

In Figure 4.20, 23.5% of comments for this section remained untagged. This is due to statements indicating "N/A" or "none". Sample comments offering suggestions for improvement are below.

Several respondents offered suggestions regarding improved professional development or training.

> *Please keep the learn training programs running. Learn is a huge program with a lot of choices. As an example, I constantly get caught on my test settings simply because I don't know they even exist let alone where to find them.*

To have information shared in plain language and to have videos and supports available to instructor at all times.

Having more resources in LEARN master shells would be helpful.

Visual representation of all the tech available to us and how it integrates. I found my own path for recording audio, video, uploading, sharing, chatting, etc... but who knows if it is best practice.

Technical training for inexperienced individual is only effective when conducted face to face.

The instructors need to buy in to idea that they are accessible to their colleagues a lot, and some just don't think that is worth their effort.

Please keep the learn training programs running.

Continue working as teams to pull out the best in our skills.

One on one training for those with little or no experience developing courses or using an LMS.

Not having a good piece of software is probably my ONLY real disappointment in all of this. I would have really liked to make slightly more professional videos for my students. I even tried using some non-college approved open-source software but that was too difficult as well.

Some respondents were seeking better leadership and clarity of expectations to improve course design.

Get the Chair to get involved and support in the college processes.

Needed to be much more directive.

I find that there is way too much flexibility with the modules.

Participants also mentioned student engagement and expressed concerns that students may be feeling disconnected from their instructor and peers.

The challenge for me has been to engage with the students. In the classroom I can quickly see students that are struggling and then assist them…Much of the engagement is gone within online.

The survey's final question asked respondents if they had any additional feedback to offer on any topics they found pertinent. Of the 21 participants who provided feedback (85 respondents did not provide input), 52% did not add any specific feedback for improvement (marked as N/A).

Figure 4.21

Please provide any additional feedback or insight you feel may be helpful to us.

Answered: 21 Skipped: 85

Tag name	Frequency (bar)	Frequency (percentage)	Total Mentions
Academic Integrity		4.76%	1
Appreciation		4.76%	1
Concern for Future		14.29%	3
Increased Student Engagem		4.76%	1
N/A		52.38%	11
Pedagogy		4.76%	1
Simplify		4.76%	1
Time Constraints		9.52%	2
		100.00%	37

Of the ten respondents who left a comment, three expressed confusion for what the future course delivery status may hold, seeking clarity of the college direction or reassurance that the changes

FODM influenced would not be disregarded once the pandemic had resolved. Time constraints were once again present, with two respondents expressing concern that they could not fully engage with the resources as there were not enough hours in a day.

> *The thought that RRC will scrap all of these efforts and have us return to in-class teaching has started to dawn. Will the model be reset to "normal"? and will all of these new skills be wasted?*

> *Flexibility is good in theory, but the courses I teach require my students to be present. Asynchronous learning shouldn't be a blanket solution - it will work for some programs and won't work at all for others.*

One comment mentioned an appreciation of the templates and checklists and asked for templates that infused best practices (pedagogy).

> *I appreciated the "going online" checklist. The templates were invaluable. I would like to see learn course templates that reflect teaching excellence (arrange content units into topics rather than "readings" and "activities".... but the templates are really excellent.*

Respondents mentioned challenges arising due to time constraints or criticized the resources as not being too complicated.

> *I think the main roadblock is time to make the changes - I spent many hours of my own time to implement the changes but the results with student learning made this worthwhile.*

> *It's not user friendly in any way. Please come up with something simpler and more accessible.*

> *In the process of planning courses, delivering content, and evaluating the outcomes, it is very difficult to find the time to choose which supports to look into as not all are as useful.*

> *Some sort of chart with specific areas of concern and how to get support on those would be useful.*

Two respondents took the time to appreciate the resources they used.

I have been teaching online for years before COVID. The only help I needed was the technical side in LEARN… were great with helping me with that.

I appreciate the effort of creating a consistent and flexible student experience.

As mentioned in Chapter three's section on sampling, there was only a 15% overall response rate to this survey, raising concerns about this survey's significance as a stand-alone instrument. The following section seeks to improve confidence by relating key themes of the survey with the interviews to seek corroboration (Stake, 2010).

4.4 The Interview

In the final section of the survey, participants were offered the opportunity to volunteer for interviews. Over three weeks, I conducted eleven one-hour-long (approximately) interviews. These interviews were semi-structured in format. A framework of themes and questions guided the discussion, in which open-ended questions also provided an opportunity for unstructured answers from participants.

4.4.1 *Sampling*

The interview section of the data collection followed the survey. Staff were invited to leave their name, contact information and identify which school or department they worked with at the college. At the close of the survey, 24 respondents had volunteered their time and had provided their demographic information. Participants were selected based on the school they worked for to achieve representation from all departments and accounting for various programs, including degree programs, diploma programs, certificate programs, and technical vocational (Red Seal) programs.

4.4.2 *The Participants*

Participants were chosen from all schools and departments across the college. Of the 11 participants, 2 were male, and 9 were female. All participants had a minimum education level of a bachelor's degree, and four had a master's level graduate degree, three of which specialized in a Master of Education. One participant had less than two years at the college, and three had been at the college between two and five years. The college had employed three between five and

eight years. The remainder had been employed for 12 years, 16 years, 18 years, and 20 years. This information is summarized in Table 4.4 below:

Table 4.4

Demographics: Length of Time at College

Length of Time at College	Total Number of Participants
Less than 2 years	1
2 – 5 years	3
5-8 years	3
12 – 20 years	4

Due to the small size of some programs and to protect the identity of participants, I will not identify the participants' current specific teaching assignments, but it would be appropriate to mention that there was at least one participant representing the following programs:

- Academic Preparation and Essential Skills
- Business, Community Services
- Computer and Information Systems Technology
- Education
- Engineering and Construction Technology
- Health Sciences
- Hospitality
- Indigenous Education
- The Skilled Trades

Participants were asked to identify the academic terms they had taught in since the introduction of the FODM.

Term time frame	Number of interview participants who taught
Spring 2020 (April - June)	7
Fall 2020 (August – Dec)	11
Winter 2021 (January – April)	11

All participants taught in terms Fall 2020 and Winter 2021, and seven participants taught in all three terms. All participants were employed full-time at the college during the period of Spring 2020 to March 2021.

4.4.3 *Interview Themes*

Details on the type of coding used to analyze the interviews' transcripts can be found in the methodology section in chapter three. In summary, the codes were organized around several themes and the questions of the semi-structure interview (Appendix A) were designed around these themes. The a priori coding schema and emergent coding formed into the following themes:

Table 4.5

Coding Summary

Theme	Frequency of Occurrence in Transcripts
A priori Codes	
• Workload	325
• Student Experience	72
• Mentorship	128
• FODM Website	175
• Culture Change	45
• Technology	46
• Resources	205
Emergent Codes	
• Accountability	48
• Leadership	81
• Pedagogy	13

As can be seen, most comments were about workload (325), resources (205), Mentorship (128), and the FODM website (175). Questions were designed to ask faculty specifically to comment on their perspective of the a priori codes, and the emergent codes were added to the overall

coding scheme during data analysis.

4.4.4 *Findings*

Participants detailed their personal experiences and relayed their perspectives through a set of interview questions. The participants answered open-ended questions at the conclusion of the interview to ensure a rigid framework did not constrain their stories. Overwhelmingly, the participants voiced that they appreciated the amount of work CLPE, Library Services, LEARN support, and program managers had done. Participants acknowledged the college worked to support their instructional design in a blended environment. Participants shared many constructive thoughts and perspectives on ways administration could provide better professional support while still keeping in touch with the personal wellness of staff. The findings are presented in order or prevalence, beginning with the themes with the highest frequency rate.

4.4.4.1. Workload. Workload was a major theme that evolved during the interview process. One direct question was asked regarding the timeline of the FODM implementation: "What is your opinion of the time frame you were given in order to prepare for your spring courses?" While all 11 interview participants indicated some increase in workload, only two of the 11 participants indicated they felt they had a sufficient amount of time. According to the participant profiles, these two faculty members have worked at the college for more than five years and would categorize themselves as being at an intermediate level for the LMS system LEARN when delivering courses. All other participants indicated that they experienced an increase in workload ranging from moderate to high. Some comments from those who felt the workload was at a manageable and fair level:

> *Yeah, there was a bit of a push on here anyway, so the last few years too.*
>
> *Make sure to learn was being, you know, used as much as possible, so I did, yes I didn't feel like it was, a big you know a big shock for a lot of people that work here.*
>
> *Yes, so when I came back in August, the nice thing, I suppose is I only had one course to teach for all of August, which is like a gift and I thought at least the first two or three*

weeks and so one of my other coworkers had come back a week before me had to teach the same course and had taught it before.

Like more time, overtime hours, I don't really .. if I had to say so, maybe, but I can work into the evenings, but that's my choice because I want to and I like to.

I know yeah for me it was absolutely enough and to me there was clarity about what the expectations.

Several respondents also mentioned that working online also cut down on the socialization at work, so the casual interaction between employees meant more time to work on lesson design and course design. The flip side of this, which is examined more fully later on in this section, is that employees also reported feelings of isolation and disconnection from colleagues and students.

The fall was quite manageable. I actually worked like 8-9 hours a day and sometimes they take an hour and a half lunch break. Yeah, and one of the things is you know this too is there's nobody to talk to.

Seven (7) of the 11 respondents indicated they had a high increase in the amount of work, but that overall, instructors felt that as they prepped for the Winter courses, they benefitted from a greater familiarity with the technologies and the FODM framework.

It helped a lot with my own mental health and being excited for the next term, whereas at the end of December I was burnt out and ready to you know, flip over like a like a pancake.

Too many hours above the 7.25 hr day.

Once July hit we weren't working full time into July, but we were definitely part time into July and that was during our holiday break to get all that done.

You know it's a huge amount of work and, and my priority at that point was when I was told that we were expected to get our, uh, lectures video recorded, That was my panic.

> *But the, the college knows we didn't have enough time. If anybody said they had enough time to do everything in there, they're lying.*
>
> *I want the college to recognize the fact that … instructors had to work, … into the summer a lot.*

Of the 11 participants, 10 commented that there was increased workload but that they understood that it was necessitated by the COVID-19 pandemic and move to online, remote, and blended learning. When questioned about comparing their experiences during fall courses versus Winter courses, many instructors indicated that:

> *So yeah, if you're asking me was there enough time last fall nooo, but that was, but I don't blame anybody.*
>
> *To be clear, I don't, I mean, if that was the situation we were thrown into, it was nobody's fault. OK, it was COVID's fault, you know, but it is what it is, what it is right and I, and I knew we would not have time to do that to try to get that midterm exam finished when the fall class, you know, try to teach and design that and figure out that that midterm exam before the midterm week happened. No way you know, just no way.*
>
> *I mean, everyone's probably going to say this, but … the workload is crazy.*
>
> *Uhm, but you know honestly, when I started looking at what was online and what was expected. I didn't have enough time to be sort of going through everything there, I just needed to get it out there.*

In all, there were 69 references to increased workload and an additional 42 references regarding increased stress due to workload. Several of these comments also were coded under the sub-category of negative wellness experiences. The increase in workload also aligned with an increase in stress or a decrease in personal well-being. Participants made a total of 58 references to a negative wellness experience and were present within 9 of the interviewees transcripts.

4.4.4.2. Wellness. As mentioned above, the references regarding wellness seemed to corroborate with references to increased workload, and there was a high density of comments. Three respondents recounting a negative experience regarding transitioning to the FODM represented over 5% of their comments. While this theme saw the most comments, there is also a compelling positive side identified during analysis. Of the 11 participants, 10 individuals mentioned having a positive experience during the transition to the FODM, with a total of 29 positive comments coded from interview transcripts. The dominant perspective was that connecting with staff or mastering the technology skills resulted in a positive experience. I will further explore these positive experiences when the mentorship theme is examined.

Regarding working with other colleagues and feeling valued during the process of beginning implementation of the FODM framework:

> *… the numbers were not that high of people who would come regularly [to informal collegial meetings] and I think actually quite the opposite, it brought a lot of joy to be able to, like, help someone or at least create a space where maybe somebody could get some help. No, I don't feel like that was a drain. That's sincere.*
>
> *I don't know what I'm teaching on Friday, but I know now that I will figure it out and it will be fine.*
>
> *So much from my colleagues, and we laugh, we have Friday.*
>
> *…we have so much fun together. There's so much humour.*
>
> *We're going to do this, and we share the successes of the students, which is another big thing.*
>
> *So they [more experienced faculty] help bring our level of professionalism up like you wouldn't believe, and especially 'cause we're team teaching they can help like mentor the rest of us who's never taught before.*
>
> *I have quite a positive, positive experience about making the changes and, I you know I liked it, I liked the challenge.*

4.4.4.3. Mentorship. Of the themes that emerged, the idea of mentorship was the second most prevalent theme. As one of the main research questions for this paper centered around mentorship, it is striking and relevant that overwhelmingly, of the 29 references regarding positive work experiences, 23 of those mentioned some involvement is a mentorship process, either in being the mentor or the mentee. After a detailed analysis, the comments were sorted into three types of mentorship: Chair or manager mentorship, college mentorship (LEARN support, CLPE, Library Services, Workshops), and peer mentorship. All 11 participants mentioned some form of peer mentorship, and comments occurred 50 times. Chair or manager mentorship was mentioned 13 times, and College mentorship was mentioned 13 times.

Connection with colleagues and giving and receiving mentorship seemed to have an overwhelmingly positive impact to help staff cope professionally and emotionally during the transition to the FODM Model. In light of how closely mentorship aligned with positive well-being and confidence, the question remains: Did the college offer up enough mentorship opportunities?

4.4.4.4. Chair/Manager Mentorship. Seven of the participants offered their perspectives on the Chair/Manager level of mentorship. One participant had a very positive experience with support from their Chair:

> *I think, overall, I felt really well supported. Through the organization and the foresight within, within this department to, to get us using these communication technologies.*

> *There was good organization from, you know ... the Chair to get our IT specialist involved in, in like departmental workshops and one on one kind of one-on-one tutorials to, to get everybody comfortable...*

Two other participants mentioned that their Chair offered them some kind of feedback on their LEARN shell design:

> *But yeah, [the Chair] went into our learning sites and poked around in there and wanted to see how we were doing and how we were using it.*

> *A chair, I believe … the one that told us about it and then did the assessment and then got, you know and then kinda had a chat with you about the results.*

Umm...probably checked in with me. I mean, I can't guarantee that, but they [the Chair] were really quite proactive. I would say … the chair … was very proactive about sending out, you know, emails about the whole rollout of all this.

One participant expressed sympathy for the perceived workload of their program Chair:

I often feel sorry for the chairs like that just got this squeeze like what people expect of them is unreasonable...

…there are other chairs with like, 90 direct reports, like, they're gonna go look at everybody's shell? It's not it's not reasonable and people know it yeah so why do it? Because no one is going to look.

One participant detailed a certain level of disconnect between their Manager and their workload:

…lack of awareness regarding what we are required to do…Manager not helpful.

Four interview participants did not comment at all on their Manager's/Chair's role regarding staff mentorship.

4.4.4.5. College Mentorship. While CLPE and LEARN support along with other college departments provided resources and shared expertise to most instructors, it appears that there were individuals who made connections with certain departments. Some departments had dedicated LEARN specialists who booked one-on-one meetings with faculty to support them if requested. One department's LEARN specialist representative, in particular, was mentioned by two participants for being responsive to staff needs, mentoring staff in not only improving on technology skills but also offering feedback on instructional design. Of the 13 comments categorized under college mentorship, five of those comments expressed appreciation of having a person to discuss course design on a deeper level, rather than just provided technology skill development. I will further discuss mentorship in the pedagogy section.

4.4.4.6. Peer Mentorship. Peer mentorship appears to have played a significant role in fostering a sense of community during the pandemic and in supporting staff in their design choices and in their ability to function within a remote learning environment. When analyzing the transcripts of the interviews, 128 mentions of mentorship, with 62 of those mentions relating to positive comments regarding peer mentorship were identified. Of those 80 comments, participants mentioned a total of 50 times that they received some type of peer mentorship. A random sampling of comments regarding receiving peer mentorship:

The three of us sort of put our heads together and how we did this and it we had to develop and learn.

So we did it [FODM implementation] without the assistance of CLPE.

I really like that discussion style of learning, learning from really experienced intelligent people who used to join in.

I guess people realize that you can get a lot more from seeing the work of others.

I'm, you know, nurturing relationships so that you can reach out to each other.

So, I did collaborate with my colleagues on things like that just to bring my course to be a little bit more robust in terms of my learn shell and the remote delivery of it.

But at first we were in in a lot of contact. Great, great discussion.

Yep, our teaching team is very tight. There's 6 of us, we talk every single day. We work very, very cohesively.

So, we divided [up] and conquered.

So, she [a peer] was actually very helpful ... and when people have problems, well often people will say, can anyone talk to or hey I want to experiment?

And we organized ourselves voluntarily into different groups together that we were allowed to just join whenever we felt like.

That taught us how to use the tools that the college was pushing at us, because if you've got 15 people in a group and three people are trying, some of the tools, it's more efficient than myself trying to figure out all those tools by myself, right?

So yeah, we had support from each other, but I didn't find I didn't necessarily find that all the resources from the college were all that helpful. It was often more the colleagues within my Department.

Of the 80 comments coded to a positive acknowledgment of mentorship, 22 identified their role as a peer mentor.

I think we did what we could to offer some of that support to folks who needed it not even just on FODM, but on FODM in a pandemic.

I learned PowerPoint by by YouTubing it and they had a demo of a YouTube and then I shared that same YouTube video with several of my other colleagues and they were doing the same thing.

I still have my own colleagues coming to me asking me how do I do something.

So, I taught people how to upload like I like upload the things the templates how to you know link parts of teams in.

One colleague I helped figure out how to make the teams on MS teams like how to find the form get it approved fill it out.

Due to the amount of coverage in the interview transcripts regarding peer mentorship, this is a major topic in the concluding chapter of this paper.

Another sub-theme of the mentorship section of the coding related to participants who felt they were not given sufficient mentorship to the extent that it became antagonistic during the implementation of the FODM. Some comments expressed deep satisfaction with how they were mentored, with one participant relating an account of where, after asking for help, they felt that their employment was in jeopardy.

Managers threaten saying 'if you don't do your job you will be let go.'

Comments below are drawn from a random sampling of responses when instructors were asked if they received sufficient mentorship during the transition to the FODM. Generally, these statements highlight a disconnect between what staff felt they needed and what was made available by the college. Frustration is evident in the tone and context of the comments. A missing sense of self-efficacy is apparent in comments highlighting the participant had given up on a task.

> *...barely scratched the surface in my opinion of what learning can do for instructors to make their lives easier...*
>
> *I think it's most likely lacking.*
>
> *They could be a little bit condescending sometimes, and I mean I know they hired new, new guys who will come and like call you on MS Teams and basically walk you through whatever disaster it is, but they're there to fix disasters. So, I was frustrated and a little bit angry, but they were asking me to do that as an instructor. Like, like I didn't feel like that was my job and I also felt like we have departments at the college that that's what their title is like that's, I know how to develop a curriculum and I could have access to them, but I felt like when I spoke to a curriculum developer they were helping me manage my content and that wasn't really the problem.*
>
> *I just wanted to know that I was doing it right.*
>
> *The expert on, you know, making sure that students get everything they need, so that part was just like I feel like, instead of sending me a staff news with a million links on how to set this up, how to set that up.*
>
> *I'm pretty confident in that, so really the, the only thing that was stressing me out was how do I make this happen online.*

> *And I even downloaded some [MediaSite resources] that was even harder because they've got even more options. And I tried those and I eventually gave up.*
>
> *You know, if there was [traning/support], I didn't absorb it like I basically, sad to say, yeah, I still teach the same way I taught in the classroom.*
>
> *The different departments of the college would come up with something that they thought could help, and then because we were just grasping for answers that we wanted so badly they would just spit it out without trying to figure out how we could integrate it naturally with our teaching necessarily.*

The following response was received when a participant was asked towards the end of the interview if there was anything they would like to add.

> *… I think that I think that instructors who started teaching this year or last year are in a bit of a disadvantage. This, in this time because I don't think they're being properly supported by, I don't think there's any proper supports for them. I know some of them are in CAE and that's that is supportive in its own way, but it doesn't, the CAE material and the way that we're trying to deliver stuff online right now do not gel together. And that's really tough for them, and I feel really, really, strongly that that's a bit of a set back for them.*

Mentorship emerged as the theme that had one of the highest frequencies (128 codes). For one participant the frequency was 17%, and four participants mentioned this theme more than 5% but less than 8% compared to the other themes.

A great deal of mentorship seemed to be grassroots, in that instructors sought each other out to create peer networks and support systems out of a perceived immediate need.

4.4.4.7. Resources. Resources were identified in advance of the data collection as a major theme in both the survey and interview instruments. Emergent coding further broke these down into two themes of FODM and other resources. The FODM was the primary framework model, and the overarching document to guide faculty is on the FODM website. All other resources are categorized separately, and they fall under sub-themes of General Accessibility, CLPE, Departmental, LEARN support, Library, SEAS Roadmap Course, and the Teaching Online RRC Course. Figure 4.22 provides a coding summary from the NVivo Node breakdown, with a total of 205 mentions.

Figure 4.22

Summary of Codes and Sub-Themes (NVivo Screenshot)

Name of Code	Number of participants who mention this topic	Frequency
Resources	8	22
Library	2	3
LEARN support	8	20
departmental	9	37
CLPPE	9	24
workshops helpful	5	10
workshops not help	8	17
Workshops somew	9	27
Teaching online rrc	5	11
seas roadmap	3	9
Other	5	5
media site	5	13
Accessibility	3	7

This section of questions indicated that many respondents to both the survey and interview questions often could not differentiate the different types of resources. Several comments indicated that the resource option overloaded them.

4.4.4.8. FODM Website. The website was the main framework that instructors were expected to use to design their LEARN course shells. The name of the model included the word "flexible" but there were some comments that indicated instructors felt it was too rigid and impeded their ability to choose what was best for their students. Overwhelmingly, instructors who participated in the interview phase of the data collection indicate that they had used FODM to some extent. Of the 11 participants, 2 of them did not use it at all, and the other 9 used it to some extent, but either did not feel qualified to implement all of the expectations or decided not to implement all the expectations as it did not fit the determined need of their students. Only three of the nine participants visited the FODM website beyond September of 2020. None of the participants were aware that there had been some updates and additions to the site after August of 2020.

Responses from participants indicate that six instructors commented that the website was confusing and overloaded with too many expandable sections.

If I was by myself, I wouldn't even know who to email for half this stuff.

I wouldn't know where to start.

It doesn't always work for everybody, but like there's a lot of work went into it, so I appreciate that, but it just looks a little bit too busy, and if you're new, an instructor that hasn't really been using LEARN, you're going to be turned off by it really quickly.

Under the teaching, it can be quite hard to find and, I find it overwhelming. There's, what is its purpose and audience? I find really ..., it's like it cast a giant wide net.

If I can get like an instant answer from somewhere else. And usually Google … is going to provide it to me.

I felt panicky looking at it.

One comment indicated that while it was nice to have some updates on the FODM website communicated through staff news, sometimes it got lost in too much information.

Who takes the time to read 17 items in a staff news every day?

Suggestions from staff indicate that a search function would be helpful to perhaps finding what was needed with greater ease.

4.4.4.9. Accessibility. Instructors generally found the website comprehensive, but when required to answer questions immediately, none of them indicated the website was their first place to go to have a pressing question answered. Instead, instructors used Google and YouTube to quickly answer a question, or they turned to a trusted colleague.

> *I think there was a bit too much information on there. I think that's how I felt. I felt a bit overwhelmed, yeah.*

> *I wouldn't know where to start. I would start looking online, and then there would be so many different things you could click on, and it's like am I going to spend the whole day opening all of these links to see what it says and see if it applies? So that was super frustrating. So, I didn't have time to do that.*

4.4.4.10. Flexibility. The first iteration of the FODM appeared to favour asynchronous lesson delivery rather than a "flexible" model that could be adapted to both synchronous, asynchronous or blended delivery. Of the 11 participants, 5 indicated that they found the model too rigid and did not allow for meaningful and necessary adaptations. Several comments strongly suggested that the model lacked a clear understanding of the need of the end-users.

> *Just by visiting this website I just, I just don't know if the audience's purpose of this whole thing was clear. It's like a textbook I guess.*

> *I think that although the word flexible is in the title, I don't know that that's the way it reads and I don't know that's the way it really worked for me 'cause there was always, FODM assumed I think a lot of it was exclusively asynchronous and so when you had some weeks where you were face-to-face that it just didn't seem to work quite the same and I felt like that wasn't really allowed for in the standards. Kind of looked like all asynchronous or not with blended in the mix which I think is what many folks are doing and isn't nicely captured in the expectations*

> *The one that was provided was like a be-all-end-all for everybody, and it's like, well, no, this doesn't really work for me and there were I forget specific things that I didn't want to include and I was concerned because I'm a book follower . . .*

The FODM website had companion resources, and LEARN support worked with CLPE and Library Services to develop a full suite of resources. Faculty could use them to design, develop and deliver their classes. The comments on resources address two areas: the FODM Website and other resources.

4.4.4.11. Other Resources. In the Spring and Summer of 2020, faculty at RRC was given many resources to help with the design of the course. Some resources were communicated through staff news and some were provided through emails dispersed out through department chairs and program managers. Staff report feeling quite overwhelmed with resources and good intentions.

> *Because what I go to more is like, the delivery and like, the delivery was very ad hoc and very confusing and if you were not like reading staff news and engaged like to where to go for everything, but like I think it's been a … little crazy. OK so for this I should go to the SEAS thing and maybe I could find it there but if I need to know this, I should go there and if I want to find out what the new rules are I need to go there and so I think that, and again I have loads of grace for leaders. There was no rule book for any of this right, where everyone was trying to contribute but I think now looking back at it at the 30,000-foot view, it was quite disjointed.*

> *Yeah, probably too many [resources].*

> *I suppose some, I remember one for sure that I signed up for that you know you click on the BrightSpace thing and then like I don't know what I'm supposed to do … was I somehow supposed to find it and LEARN and I missed the actual workshop 'cause I didn't know how to get to know how to get in now that could very much be user error for sure but that was not clear to me.*

> *I found it quite overwhelming the support that was coming out.*

> *I just want to hyperventilate just thinking about it.*

Another sub-theme of comments from staff identified that sometimes the large number of resources made it hard to find the resources they needed when they needed it.

I don't remember where I saw it or when I saw it, or which platform was on so in that split moment when you're making this, if you have that need.

But for me, I don't want to waste my energy trying to remember where that thing was.

Yeah, so or sometimes I search my outlook for, you know for to remind me of a link that I might not have saved or that I don't didn't remember the name of.

Faculty also indicated that some of the resources seemed to not solve the need they had.

I've already been doing this for a while so when this was offered and I, you know, sat in and listened to, the presentations that were done. I'm like, boring, we're already doing this.

... OK Thanks, this is great, but I already know this.

Yet, other comments indicated that the resources were helpful.

[The college]... did way more than they ever have to help instructors, you know as far as support and resources and direction and standards of quality like I would you probably, yes, it was, it was a really good ... I found it very a very helpful structure.

Well, I think it was, I think it was good because, you know, ... this gave us an idea of where to ... where to start to find answers and things like that. For a long time, looking ... for those templates, for the FODM thing I would go to Staff newsletter and simply click.

Data analysis revealed that some of the faculty found the workshops put out by the college were helpful.

I felt really quite impressed by the ability of the college to provide the resources and technological help and the pedagogical insight in into moving to online. ... I really enjoyed the process... I think the whole experience has improved the integration of technology and learning.

Some staff members offered feedback on MediaSite, a software for recording presentations that RRC has encouraged all staff to use. Staff indicated they struggled to master this technology or were or found it did not fulfill their needs.

For my purposes, because I wasn't looking for a a super well-polished thing I just wanted … to get what I can get out there quickly, you know, do a good job, but get it out there quickly and using the media site was just sorta, it was cumbersome.

They had two different topics on the media site I took and … I attended both of them and I tried them and I was working through it and then I stumbled on … one of my other colleagues about using PowerPoint.

It had … all the bells and whistles one could possibly use and imagine because of all the editing that you can do, but I just didn't have the time to a learn it.

I guess I found media sites so difficult, but I went back and attended the live version of the first one again.

Oh, I stopped using it. I thought I can't wait 24 hours. I'm making stuff for the next day and if I have to wait till the next day before it even becomes editable. I thought... and so you know … I spent hours, I mean hours, researching our online open-source video, editing video creation software.

Of the 11 participants, five offered up examples of how MediaSite software was difficult to use. Either it was overly complicated, or the final upload to the streaming software took too long. While this software allows for videos to be embedded into LEARN, the process to upload the videos to the streaming service can be lengthy, particularly when instructors are working from home, where bandwidth may be inadequate.

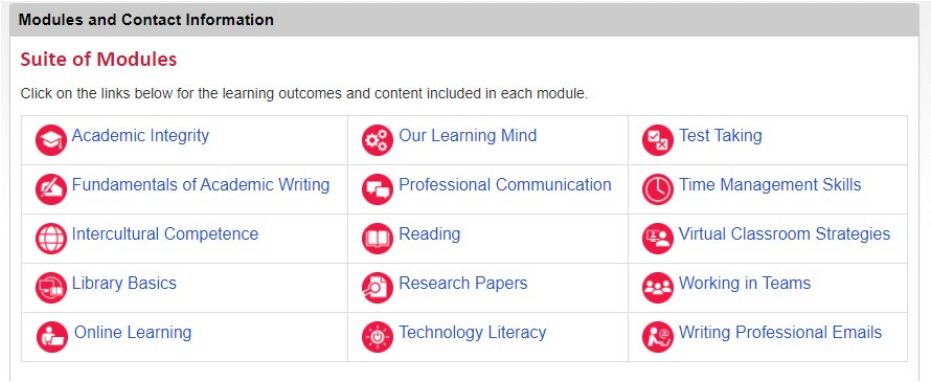
Library services created complete modules for staff to embed into their LEARN shells for students. At the time of this research, this initiative was relatively new. Only one interview participant indicated that they had used these modules. However, their comments were positive regarding the quality of these resources.

You know they [the library] put out those premade modules … somewhere like on test-taking strategies or study skills and yeah. And time management. I used a few of those. And they had quizzes … those are good.

The following asynchronous modules (Figure 4.23) are available to instructors to use, and the library will also modify or facilitate live sessions for instructors if requested.

Figure 4.23

Hybrid Modules (Library Screenshot)



From: RRC Library, Academic Supports for Faculty and Staff, Red River College © 2021

It appeared that faculty that had taken The SEAS Online Roadmap course appreciated these resources, but it is important to note that not all instructors had access to this course. This course was offered only to those working in SEAS. Of the three instructors who indicated they finished this course, all three had positive comments. A few slightly negative comments suggested that the number of resources with which they engaged made it difficult to remember the course content specifically. It was not possible to engage with all the additional links contained within fully.

> *So the SEAS Road map is something I really loved … 'cause it's very visual and it's clear, it's got the step by step by step.*
>
> *But there was one that I took and then there was another one … that I remember is the SEAS school.*
>
> *I think even, even those courses, the SEAS courses and other one or two courses that I took - there was often hyperlinks to … long articles that were fascinating. But I thought, I can't read all of these, and even if I do, I won't be able to do all the things they suggest.*

The Teaching Online RRC Course, available to all instructors, had both positive and negative comments attributed to it. The negative comment may be due to the participant being generally overwhelmed and unable to fully engage with these extensive resources, or they found

there was repetition within the resources.

> *I enjoyed it. Short and sweet in many ways. Very visual. I liked the progression and the way to learn was set up, I really liked that.*

> *I did attempt the RRC online course, but truthfully it became such a distraction to me that I put that aside. I didn't find that particularly helpful to me and the tone and tenor of it…*

> *SEAS had its own course and what I found confusing is that … the other course that I took before that… they seem to have links into each other's material.*

A key takeaway from this section could be that more cohesive and streamlined resources through one single source may solve many of the identified concerns.

4.4.4.12. Technology and Pedagogy. One of the most diverse sets of comments came regarding technology issues and how it lacked the accompanying theories of pedagogy. This range of comments could be because every department uses different technologies to teach a wide range of courses and content, but generally, they have little formal training in selecting ICT as a learning technology. Before the pandemic, instructors indicated that they had certain technologies they favoured. As the college streamlined and mandated approved technologies, some instructors found that what was available to them was not providing what they felt was necessary for their learners. This move towards prescription seems to be a significant challenge for the college: to provide what all instructors need for improving their pedagogical praxis. The comments here indicate they do not have the training to choose ICT with purpose and pedagogical underpinnings which creates the problem that there is a need to use technology to deliver content, but how do instructors and developers, and policymakers even have a conversation regarding the needs of instructors and the instructor's opinions of student needs? No common frameworks or models for guiding and facilitating these conversations currently exist at the college. The following comments were drawn from participants' interview texts when asked if they had any knowledge of TPACK, SAMR, or if they felt they had the knowledge to choose technology with purpose and understanding of what the learner needs.

> *Yeah, I've heard of SAMR.*

Well, we yeah, we haven't even had a focus on industry-specific technology.

All courses [becoming] asynchronous delivery is really irresponsible in my opinion because asynchronous delivery is like a whole other thing that requires … a lot of knowledge about things like TPACK as like just the foundational part like that's a starting point … [in] instructional design, you design your instruction and lesson and everything.

I don't feel that I'm confident in [choosing technology] that and if I understand correctly, I could be totally wrong, I don't even know if I have the authority to do that. I remember seeing some like staff news things that there was some committee that looks at which things could use based on privacy and other considerations so I don't think I have the confidence that I didn't know if I had the authority to really do that.

Whoever made the templates for LEARN they didn't arrange it in the way that also preaches the teaching for excellence.

Other comments did not identify a connection with technology but addressed general pedagogy.

Pedagogical. No, because I think everybody's set in their ways and they do what works for them and what they've all been doing.

When it's blooms taxonomy and like all of these circles and you need to make sure you know where you're going. You know you're teaching and then you're evaluating and then you're repeating and then you know there's no way we could figure out in the time that we had how to develop.

But as far as what is good pedagogy like, I still don't know. I still don't think I really know what [the] good category is. I just know what I do and I hope it's good enough. But there's … teaching to different modes of learning. You know, the tactile learner and on the other for learners. Like I've never really done that, it's just been I teach the way I can explain it and I, I hope that as many students get it as possible if they ask questions I'll try and answer their questions.

Faculty indicated that ultimately, they were concerned that blended learning was not providing the best environment for their students to either master content or learn in a socially connected way. The following section will examine this more directly.

4.4.4.13. Student Experience. Of the 11 interview participants, 9 indicated a concern with the student experience. Faculty used blended learning during the COVID-19 pandemic and as the college transitioned to a long-term, flexible model of course design and education. Several instructors mentioned that they were unsure if students were watching the extensive videos in their LEARN shell or writing their assignments in alignment with the rules of academic integrity. Some participants wondered if students were given sufficient opportunities to collaborate or participate in social learning opportunities. Participants also identified that students are overwhelmed with text and resources without the necessary guidance to sift through to find out what is essential for learning. The following comments have been sorted to reflect three sets of ideas: engagement with the instructor, engagement with the content, and engagement with their peers.

Instructors felt that they were not successfully engaging with students in many cases, creating a two-dimensional course. Several comments also indicate that instructors missed the face-to-face interactions with students along with the hustle and bustle of the college before the move to remote learning in Spring of 2020:

> *…wasn't connected to those ideas of connecting with your students and building a relationship with them specifically it was. Let's see if that works for us, but it didn't feel like it was building, and it didn't feel logical, necessarily.*
>
> *We needed to see students in person.*
>
> *I really intentionally set out to create a relationship between them and between them and myself and between them and other instructors.*
>
> *The challenge now is engaging with the students, I find.*
>
> *So you know you're not picking up on those, those visual cues as often.*
>
> *There's lots of things that I've done to, to adjust, but I very quickly adjusted after that month of realizing that they actually wanted live classes.*
>
> *There's probably some that not at all that would have been better if they were in the class and we could have had, you know, I could have seen what's going on for them, and I could call on them easier.*

Just do it online and it's not as easy online because everybody's microphone is off, so you can tell the best joke or do the funniest thing and nobody laughs and you just have to tell yourself, 'imagine'.

Another set of comments focused on the lack of engagement between students and the course content and a sense the students were feeling overwhelmed

But the fear is that it's just so much information coming to the students.

How many students are actually watching it or reading some of that stuff? … so, it's just too much information.

It's just so much information for them to read through.

The final set of comments reflects instructor observations that students were not connecting with their peers, creating a sense of isolation and lack of motivation. Instructors expressed concerns that students would never have the social life of previous classes or on-campus activities.

So, the collaborating, that's gone for the most part.

Some of these students, never. They never met one another. They don't know who they [each other]are, they're just sitting … dining room or whatever it might be, and I miss seeing the students and it's hard to, I find it challenging to read and engage the students.

Now what's happening is the students are always going to the instructor, so all of that time that they would collaborate. They're always asking you as the instructor questions constantly.

There's so much missing. I think the students really missed out on a lot not being in the college

We put students online and we put our instructors behind cameras and the first thing to disappear was that community aspect with our students and our colleagues to just sitting around. You know 'cause it was hard for them because they came in and they thought that everything that we're going to do is going to be hands on and they were going to get to play with these industrial toys and learn how to do stuff and they didn't gt any of that in the fall, right?

They just, they lost their spark for a lot of the stuff and they should have a lot more spark right now…

In summary, while we can acknowledge there are benefits to online learning such as scheduling flexibility, it is challenging to create a social and engaging environment, and RRC instructors felt ill-equipped to provide this. Offering professional development on distance education theory and techniques could help to close this knowledge gap.

4.4.4.14. Leadership. Staff perspective on the ability of the leadership at the college is vital to understand, as this speaks about an element of trust between these two groups. Do faculty feel the leadership is making decisions to continue improving the teaching and learning at the college? Two interview participants spoke explicitly about how leadership reached out to express their appreciation of instructors' hard work and dedication during the COVID-19 pandemic. Eight of the participants, by contrast, indicated that they did not feel appreciated by the leadership. While they thought the leadership understood that they had put in extra overtime hours, they did not truly understand the reality of the long hours. In all, there was an underlying element of disappointment and feelings of being underappreciated.

Expectation of college is that we just had to do the work. No acknowledgment, no overtime, no reward.

You know, so I had to work into the into the summer. I'm OK with that … I just want it to be recognized.

I thought to myself, wow… I don't know if I want to see your leadership in my class right now.

You feel like you're getting this rosy message. Little bit of a disconnect between administration and what's going on in the classroom so that they're not quite sure the struggle like there's a, you know, the lack of connection.

No recognition of countless overtime.

I'm willing to do some of that extra work if I see like something, you know, kind of on the other side.

So I spent 30 hours figuring out how to put this on line. And you guys put 50 links on how I should do that.

I think that publicly and internally they often say how important instructors are in staff are, I feel like they … undervalue that. They don't care that we did all this.

But there is a disconnect between how difficult it was and what the end product was.

I don't have positive things to say about management for college, 'cause I think they often focus on the wrong things. They don't seem to care about quality. They care about, you know, like looking good.

While the above comments trend towards illustrating negative perceptions by faculty, there were also several very positive comments regarding the clarity that leadership provided staff. Seven faculty members provided positive feedback.

Long term vision of college is clear. That the FODM is excellent and [the] college is going in that direction.

There was clarity about what the expectations were.

As an example, I give props to our senior leadership team even for the email that came out yesterday, that in mid-February they could say we are for sure online until December- plan accordingly.

OK, so I think you know I'm proud to say. I think the college has done an extremely good job. But you know, I think the college they … reacted very quickly.

I think that the college was pretty clear on everything. The thing I appreciate most is how early they communicated everything. I think of all the teaching professions in the province we were the most early warned. And the most, like, well supported and do what you can kind of like. It was, it was just amazing like I knew I was teaching online in April and I'm like, OK, that's fair.

They took the initiative and got people doing that and … they set standards … that they're insisting that instructors are flexible… And so, I thought there was, you know, poor practice before in that area. That probably has been improved now with this.

I think, overall, I felt really well supported.

… the organization and the foresight within this department to get us using these communication technologies.

I mean we'll have course-based registration which is already on its way, and I think that's a good thing and a lot of people complain about it, but I think it's brilliant.

4.4.4.15. Accountability. Faculty expressed a significant negative perception concerning whether faculty felt that there was accountability now that instructors had clear expectations like those detailed on the FODM website. The negative was not regarding the standards, but rather, the impression that staff felt there was no structure in place to address those who did not conform to expectations.

When asked about accountability at the college, one participant responded that it was missing.

Some don't even use LEARN. Full-time permanent instructors don't work as hard as they are not fearful of their jobs.

This same instructor recommended firing non-compliant instructors after a three-month grace period:

Not sure if that's [the responsibility of] managers, chairs or HR but they should be fired after three months grace period.

To me it's the biggest gap that we had and that we continue to have and so I saw, for example, I heard things, you know, May and June, it was their only job, was to beef up learn shells, you know I'd hear things like this and then somehow in September we still weren't ready. And by the way that was fine, there was no accountability for that. And that makes my blood boil, I don't like that and for others like myself who taught in the spring, who taught into fall and the winter and made it work … the lack of accountability is shocking to me and actually … it's hurtful to me. I would go that far.

I've never once … had a leader in my class and so to expect that, you know, now that we're online we're going to suddenly have all of this accountability, that's not maybe not a fair expectation because it's not a part of our values. But it needs to be in my opinion to move forward because I think what you're gonna find is that when the college, if they ever do a deep dive, they're gonna find out that LEARN shells are not even close to FODM [standards], not even close. And you know why? Nobody checked, nobody cared, they just said it had to be and then go on your merry way and the colleagues that

are intrinsically motivated and wanted, you know, want to honor that the obligations that they have in the college, wanna do the best for their students, they're gonna do it. They are going to be the folks who are making their way in standard and maybe moving on and everyone else is gonna stay right where they are because no one is going to expect anything more.

There are other chairs with like 90 direct reports … they're going to go look at everybody's shell … it's not reasonable, and people know it.

If it's really gonna work for the long-term, then there has to be the accountability piece and you can't just say it there has there has to be accountability for folks can really do it and the supports in place to help folks to do it.

I mean you have to have a central authority to have a lot of accountability. I think a lot of my colleagues, and myself included, wish someone would come and visit the class and give … some feedback.

The previous comment connects closely with the idea of mentorship from a respected manager or colleague. This one-to-one guidance would indicate that a direct supervisor has made the time to offer feedback and develop members of their department.

This senior management doesn't know I could be reading PowerPoints and putting them online, and that's all I did all fall.

You could be the worst instructor, and as long as your students don't complain, you can get away with it.

I don't know how anyone would know what instructors are doing.

There's nobody overseeing to make sure that anything goes right. And that's always been my pet peeve at the college, because it's just like do whatever you want. And if you don't get caught, you'll be here forever and the less work you do.

Some of my colleagues do an exceptional job, and some of my colleagues do a really crappy job.

Three participants indicated that they or their colleagues did get feedback on their LEARN Shells.

Yeah, yeah they did. Actually, they did an audit. And so yeah, … [I] was caught and … was told, you know, you gotta do this.

So just to summarize, I don't think chairs have the time. I can't say whether they have the interest, but I imagine they don't have the interest either because it would be very tedious work.

First of all, some of my coworkers confessed to me just last week that they had been caught not using this [FODM] thing.

The above comments regarding accountability suggest there was high variability across the college in how instructors were held accountable to the FODM.

4.4.4.16. Culture Change. The overarching purpose of this policy evaluation is to determine if culture was changing at Red River College after the mandating of using a LMS to deliver courses. Participants were asked this question towards the closing of the interview. Of the 11 interview respondents, 11 indicated they had seen evidence the culture of the college is changing in some ways. Four participants indicated that some elements of the institution's culture were not changing, and it may be because of the lack of accountability regarding following the FODM.

I think you get culture, you get communication, you get accountability and you get good data then you then you can start to really make some improvements over time, not tomorrow but over time.

[The]…performance development system needs to be linked to … the strategic primaries of the college.

There needs to be a ton more of that [accountability] before culture shifts really happen.

It's not just about December. This is our vision now. …what can be done meaningfully online will be … [the] focus … need[s] to be hands on and applied. … we're going to compete in this space and we're going to be the best institution for online learning and applied learning. … it's like communicating that culture, it's linking our jobs to that culture, it's then the accountability piece.

It's beautiful, it sets the bar pretty high and it gives all sorts of resources, but unless my manager, my chair or an internal quality auditor, and I know that it's happening. … it can't just happen.

So, I know that … when senior management asks instructors to do something, they're going to push back.

I think … overall there's a … wish to return to face-to-face classes.

I'm a little bit skeptical that … [there] will be a real cultural change, except for its mildly better adoption of learning, because honestly, in my department, well, it's hard to change the culture, right?

Ultimately, culture change was the central hub of the research questions and policy analysis. The comments suggest that culture change will only happen with solid strategic planning creating a standard for all instructors across the college.

4.5 Summary of Chapter Four

This chapter provides a detailed analysis of both the online survey and the one-to-one interviews. I have included a sample of comments to give voice to the participants of both the survey and the interview and to give context and shape to instructor perspectives. The survey structure and combination of a priori and emergent coding of the interviews identified some key themes and their relationship to one another. Specifically, Figure 4.24 illustrates how the sections of the online survey represented by the outer ring (blue), are larger forces that inform the experiences of the instructor perspectives (centre), by way of key emergent codes found in the inner ring (purple).

Figure 4.24

Overview of Key Coding Themes

In the next chapter, I will summarize the findings of chapter four and seek to answer the research questions.

Chapter 5: Discussion, Conclusion, and Recommendations

> *I think you get culture, you get communication, you get accountability, and you get good data … then you can start to really make some improvement over time, not tomorrow but over time.*
>
> -Interview participant

5.1 Introduction

Back in March of 2020, when schools across Canada shifted to remote learning, educators struggled to find time, energy, training, and resources to help them move to remote, emergency learning. The focus to replace face-to-face classes by finding tools and materials replaced the "contextualizing knowledge needed to judge which teaching tactic is likely to work where" (Rapanta et al., 2020, p. 924). We were panicked, managing the upheaval in our private lives and trying to negotiate a new reality that was changing hour by hour. This chapter offers a discussion of the findings, limitations, and final recommendations. In addition, this chapter will provide suggestions for future research and recommendations for future planning in situations of crisis. In a way, for RRC, the COVID-19 pandemic was the impetus towards the implementation of a dramatically new way of teaching and learning. Implementation of the FODM is not normally something that would happen so quickly. It represents a significant change in culture, and the transition will be ongoing for some time to come. This study is just one step in that process.

5.2 Overview of Research

This research was never intended to criticize, but rather to provide a critical look back on the last year to see what we did right and what we can continue to improve not only for the FODM but also discuss the issues in regards to emergency management. The main purpose of this research was to examine, from a faculty perspective, how well RRC supported instructors through the provision of resources, access to technologies, and mentorship during the move to online and blended learning during the COVID-19 pandemic. The research questions that guided and focused the research were:

1. According to faculty perceptions, has the implementation of the flexible online delivery model prepared and supported staff in delivering programs to students at Red River College of Applied Arts and Sciences?
    a. How do staff rate the courses, resources, and professional development that they have been provided?
    b. What type of technologies can staff access in order to deliver their courses?
    c. How are learning communities and mentorships being made available to improve faculty's self-efficacy in delivery using the flexible online delivery model (FODM)?
    d. Do staff feel confident in choosing their information and communication technology (ICT) purposefully and according to best practices?

A final report of this research provides RRC with feedback on the roll-out of the FODM model and the corresponding framework of implementation. The FODM policy mandated that all instructors use the Brightspace LMS, known to instructors at the college as LEARN, as a planning, designing, and delivery platform. This institution, along with many across the world, moved to online or blended learning. Before the pandemic, staff experience and the knowledge to use this LMS to deliver blended learning varied across departments and schools.

In this study, the rollout of the FODM was evaluated according to a policy evaluation framework, specifically CIPP, using an anonymous online survey and 11 one-on-one interviews with volunteer participants. The CIPP framework looks at the context, the input, the process, and the product of the policy. For the purposes of this study, the *context* was the working realities of the faculty and the mandated use of FODM during the move to online and blended learning. The *input* stage examined the resources and supports provided to staff. The *process* portion of this study looked at how the resources were communicated to staff and the adaptions made along the way. The *product* portion looked at the success of the program up to March of 2020. To ground this study, I selected a philosophical positioning of pragmatism to respect the instructors' stories according to their own realities. All faculty were invited to complete a Survey Monkey survey using comprehensive sampling and provide basic demographics, including length of time as an employee at the college, level of education, and their academic program. After completing the survey, participants were asked if they would like to volunteer to participate in one-on-one interviews. I utilized a stratified purposive sample using a deliberate selection of interview participants.

5.3 Trustworthiness

As discussed in chapters two and three, I looked for a repetition of themes between the survey and the interview to identify relationships between the two instruments (Seidman, 2019; Stake, 2010). I used a thematic analysis process based on a priori and emergent coding for both the survey and the interview to manage the data analysis and to decide if the final takeaways were trustworthy. Thematic analysis can help identify, organize and describe key themes (Nowell et al., 2017). After the completion of both instruments, the process involved independently coding first the survey topics, followed by coding the themes of the interview. Once I completed this, the themes were analyzed and sorted to see if there was any overlap of the themes (Stake, 2010). Chapter four included many quotes by participants of both the survey and the interview to complement the narrative analysis. The abundance of verbatim quotations offers transparency to the readers so they may be convinced of the coherence of the analysis (Nowell et al., 2017). An overview of the coded themes and how they interrelate can be found in chapter 4 (Figure 4.24). In essence, between the survey and the interviews, I feel that a saturation point

was reached because the final coding schema of the final three interviews provided no new emergent codes suggesting informational redundancy (Saunders et al., 2018). In particular, the overwhelming nature of both the work and the resources informed many of the instruments' themes, and this was consistent throughout the data analysis. In turn, I also discovered a similarity between the comments provided by survey respondents and the transcripts of the interview (Saunders et al., 2018).

The instructors provided detailed feedback through the instruments, and I believe the depth and insight into the instructor perspective has been achieved to provide sufficient understanding (Saunders et al., 2018). Feedback included examples and specific details consistent amongst all participants. Their recitation of events produced recurrent strands of key themes (Saunders et al., 2018). While the survey provided only a 15% response rate of the RRC population, the overlap between the two instrument's data and the saturation of codes within the data suggests that the results are relevant and representative of the faculty perspectives at RRC (Fusch & Ness, 2015; Seidman, 2019).

5.4 Summary of findings

This section summarizes the main findings of both the survey and the interview, arising from the research questions, broken down into themes: 1) quality and accessibility of resources, professional development, 2) satisfaction with provided technologies, 3) learning communities and mentorship, and 4) choosing learning technologies according to best practices.

5.4.1 *Statement of Findings: The Survey*

The survey was analyzed according to the following sections:

- The FODM faculty website,
- The Teaching Online RRC course,
- The SEAS Online Teaching Roadmap course, and
- Mentorship for Faculty during the move to the FODM model.

Each section was further analyzed question by question and, where applicable, with consideration to any provided open-ended comments.

5.4.1.1 The FODM Faculty Website. The FODM website, a framework and compilation of resources, appeared to be appreciated by faculty, but generally, instructors felt there was room for improvement in several areas. Due to the tight timelines, faculty reported that this extensive website had quality resources, but the design was overwhelming and unwieldy. Staff said they had difficulty finding resources as needed, and when taken as a whole, the website was overwhelming and excessively complex. Instructors found this resource helpful in the planning and organizing phase but less helpful in the design and delivery phase. Course introduction packages (CIP), provided as a "zip." file, were well-utilized. The website supported staff by providing the resources for embedding the CIPs into LEARN. Overall, faculty reported that simplifying the website and "decluttering" the interface would improve the function of this resource. This website had a lower satisfaction rating regarding using it as a resource for choosing technology with confidence when planning, designing, and delivering online and blended courses. Reducing redundancy, improving the search feature, and providing a simplified graphic to guide users would make this resource less overwhelming.

5.4.1.2. Teaching Online RRC Course. The Teaching Online RRC course, which all faculty were expected to (but not mandated to) complete, revealed that uptake of this course across the college was not widespread. This course took three to four hours to complete, and with the excessive demands of shifting online at the time, it is likely that faculty opted for time-saving strategies. For those who did enroll in the course, 78% successfully completed the modules. Instructors reported that the overall design of the course was easy to follow, and they reported being able to successfully apply what was modeled in this course toward their own LEARN shells. Perhaps instructors appreciated being able to direct their own learning (Jones & Younie, 2013), and this freedom influenced their feelings of positivity. Generally, faculty were satisfied with these items as a resource to plan their courses, but satisfaction levels fell regarding using these resources to install the course introduction package. Satisfaction levels fell further when staff used these resources as a tool to design components, specifically gradebooks, dropboxes, and rubrics. As resources to make decisions regarding choosing technologies, satisfaction fell even further due to staff feeling they did not have a sense of self-efficacy and did not feel confident in their ability to choose their ICT with authority (Keisler, 2017). Staff who did complete this course reported a favourable satisfaction level when taken as a whole.

5.4.1.3. Seas Online Teaching Roadmap. As a resource available to only SEAS faculty, the SEAS Online Teaching Roadmap course had a high satisfaction rating as a resource to plan a course using the FODM but a lower level of satisfaction when ranking it as a resource for designing and delivering the course. The low participation rate of this section lowers the trustworthiness, as it represents only 16 users of this resource. More specific comments were available on this resource during the interview phase. One important takeaway was that this resource might have been seen as an unnecessary duplication of resources when the instructor took both the SEAS Online Teaching Roadmap course and the Teaching Online RRC Course. The low response rate may reflect that faculty needed to pick and choose which resources would give them optimum PD and training as they had a limited amount of time and energy to dedicate to new strategy and skill development.

5.4.1.4. Mentorship and Individual Resources for Faculty. While mentorship is a way to provide a safe and positive atmosphere to try new ways of doing things (Wright & Turville, 2006), RRC does not currently have a structured model for developing any formal mentorship program. Many employees developed a personal learning network and peer-to-peer mentorship process using grassroots connections to like-minded colleagues. These connections also seemed to foster an environment where social learning connections lead to improved satisfaction with overall course design from a technological perspective and a pedagogical perspective. Some departments provided dedicated technology support by LEARN specialists and educational designers, and in these areas, staff provided very positive rankings for this type of support. Comments indicated that faculty who had access to dedicated LEARN and educational designers utilized them on both an “as needed” basis as well as by way of regular meetings. Mentorship and careful instructor development can improve the skill set of faculty along with developing positive attitudes towards online learning. When instructors experience success, this affects their perceptions and their willingness to continue to work towards improvement (Hodges et al., 2020)

Faculty who did not have access to dedicated LEARN specialists or educational designers still delivered positive reviews of the general resources provided by LEARN support and CLPE. Generally, staff appreciated the response time and technological know-how of these support personnel. Still, some comments indicated that the lack of pedagogical knowledge and application by LEARN support staff and CLPE staff caused frustration in that they could not provide advice for better teaching but rather were more supportive of setting up the technology to design and deliver the course. Instructors may have been looking for more pedagogical support to drive their course design (Bates, 2019), specifically looking for methods to help them design their courses with intent (Esani, 2010). Faculty also mentioned that at certain times bottlenecks were creating several days-long waiting periods for responses. The findings of this phase of the research corresponded closely with the finding on this theme during the interview data analysis, suggesting that these comments and ratings were trustworthy (Nowell et al., 2017)

5.4.1.5. Overall Satisfaction with the Rollout of the FODM. The final phase of the survey asked participants to consider the resources provided to faculty, as a whole. It appears that the number of resources was overwhelming and that some instructors felt that the resources did not allow for guidance on how to adapt the FODM for their unique courses. Instructors reported a level of frustration with the lack of flexibility inherent in the FODM. They expressed significant concern that the rigidity of the FODM may lead to courses that did not incorporate the best practices of good pedagogy as appropriate for particular subjects. When taken as a whole, instructors seemed concerned with just trying to navigate the number of resources to deliver their best attempt. At the same time, there was a pronounced concern that the college did not yet have a cohesive direction or plan in place. The key takeaway from the instructor comments in this section is that faculty, CLPE, and management were in crisis, which resulted in an overabundance of resources and communications, leading to quantity over quality and a lack of cohesion and streamlining among all resources. To this end, RRC may consider re-examining its crisis management and emergency management policies. While policies exist for sudden and short-term natural disasters, they were not prepared for extended disruption of services.

5.4.2 *Statement of Findings, the Interview*

During the second phase of research to gain feedback on the faculty perspective of the roll-out of the FODM, I interviewed 11 full-time instructors individually over three weeks. Interviews took approximately one hour, and I conducted them using a semi-structured one-on-one interview format. The interview transcripts were analyzed using both a priori coding and an emergent coding which was refined over the course of three separate readings. A more comprehensive breakdown of themes, sub-themes and frequency can be found in figure 4.22. In summary, the significant sections emerged as follows:

- Workload and Wellness
- Technology and Pedagogy
- Student Experience
- Resources
- Mentorship
- Leadership
- Accountability
- Culture Change

Each of the sections was then summarized and discussed independently before compiling final statements.

5.4.2.1. Workload and Wellness. All 11 interview participants indicated that they had experienced an increased workload level, with two relating that they had enough time to prepare for the Fall 2020 and Winter 2021 online and blended course delivery. Of the remaining nine participants, comments indicated that the instructors felt that they worked many hours above the expected 37.5 hours per week. Instructors also reported feeling isolated and disconnected from both their colleagues and their students. Overall, instructors indicated that they were more prepared and confident when planning, designing, and delivering their winter 2021 courses than they felt when planning, designing, and delivering their fall 2020. Participants reported that during the winter 2021 term, they spent less time learning new technologies and less time navigating resources provided to staff to promote the FODM than they did in the fall of 2020. Participants reported they extensively used and depended upon their colleagues to develop peer-

to-peer mentorships that all members found highly productive and satisfactory. These PLNs that developed spontaneously appear to have been a significant factor in participants' success and satisfaction levels.

5.4.2.2. Mentorship. Workload, wellness, and mentorship appear to be closely tied together. Faculty with established peer-to-peer mentorship networks reported greater job satisfaction. They spoke more favorably of their experiences planning, designing, and delivering courses using the FODM during the 2020 to 2021 academic year. Some participants reported positive informal mentorship style relationships between LEARN technology experts and CLPE educational developers. There appeared to be a direct relationship between having an established (informal) mentorship and having a more positive experience implementing the FODM. Participants reported increased confidence and satisfaction with implementing the FODM when they self-identified as having provided some mentorship to their coworkers. Perhaps these increases resulted because peer mentors and mentees were able to empathize with their partner or group as most faculty found themselves in the position of having learning new skills very recently. Empathy can enhance a mentor’s patience as they remember what it was like to recently be the learner (Turville, 2006). No participants identified that there was formal or official facilitation of mentorships among faculty at the college. If RRC were to consider embedded mentorships and support networks into their crises plan in the future, this could facilitate the formal reconnection of managers, faculty, and staff to provide a safety net for wellness and professional development.

5.4.2.3. Technology and Pedagogy. Interview participant responses indicated that there seemed to be a gap between the use of technology and the underpinning pedagogical theory and knowledge. Participants were not familiar with any technology integration models, and only one participant was aware of the existence of any models. Participant comments indicated that they were unaware of making any deliberate pedagogically-based decision on technology choice. They further indicated they had a low confidence level in choosing what technology to use. Faculty generally made technology choices out of necessity and expediency to save time and streamline the design and delivery phase of their courses. Participants indicated that the FODM had turned them into educators who still lacked the ability to make decisions based on best practice or student needs but rather were focused on satisfying an administration policy that was

heading in the direction to be more like a theory-based university-style institution rather than an applied learning institution. In giving the faculty a comprehensive framework, rather than providing professional development of an ICT integration model like TPACK, the administration may have impeded autonomy. Without providing training on technology use, instructors may not see the connection between their own pedagogical beliefs of teaching and learning, and that of good teaching using technology in online learning environments (Koehler et al., 2013). This disconnect can create negative attitudes towards using LMS's and innovative technologies.

5.4.2.4. Student Experience. Participants reported that the student experience was of concern. They felt that it was difficult to connect with students in the virtual environment to foster collaboration and a sense of belonging. Participants also reported that they thought instructors gave students too much independent work that relied on extensive readings and videos. Participants, however, indicated that they felt the blended learning environment generally provided a lower quality learning environment than face-to-face learning environments. Participants did acknowledge that they felt students appreciated the greater flexibility offered by the asynchronous online learning environments. Students could choose with greater independence when to do their classwork, allowing greater control over childcare and work commitments. Participants felt that the increased face-to-face time offered during the Winter of 2021 (over the Fall 2020 term) generally positively impacted student learning and student wellness. This improvement could be attributed to faculty being better qualified to connect in face-to-face environments. In addition, they struggled to connect with students in virtual environments as they did not possess the required skill set (Brennan et al., 2021). Overall, student welfare was of general concern for all interview participants. Knowledge of TPACK would enable instructors to best decide how to reach out to communicate and engage with students allowing them to approach this skill with confidence (Koehler et al., 2013).

5.4.2.5. Resources. The coding that emerged on the topic of resources indicated this was a large and complicated issue at the college ("resources" was coded 205 times). Overwhelmingly, comments suggested that while the college offered many excellent resources to faculty, the organization and quantity of the resources were excessive. The resources provided included the FODM website, CLPE resources, LEARN support resources, college-developed courses, and program/department resources. Considering this avalanche of supports, the volume of resources

was overwhelming. Participants indicated that streamlining all college resources to ensure clarity, consistency, and accessibility would improve the overall offerings for faculty. Utilizing a better search feature on the RRC staff development web pages and enhanced organization would reduce the total amount of resources and the contradictory messages between resources. There also emerged a feeling that staff professional development lacked alignment towards improved online and blended planning, designing, and delivering courses but instead focused on technical training. Participants indicated they would like to see improved supports for applying the pedagogical theories within their courses. Inclusion of TPACK as a regular focus during professional development would satisfy these needs.

Participants indicated that some resources were hard to track down when needed. Many turned to "on-demand" resources offered by a Google search rather than search the faculty development pages on the RRC website. The RRC designed workshops, while appreciated, were in the form of passive training, and courses were time-consuming and added to the stresses of an already overwhelming workload. Participants also indicated that the FODM was not truly flexible and resources, including those on the FODM website, provided support for a model geared towards more theoretical content and less towards applied learning. Comments also indicated that the FODM and the resources provided promoted a model of asynchronous learning over synchronous learning or efficiencies over student richness of experience. Finally, and no less importantly, participants also indicated that while they sought out and used the resources I examined for this research during the spring of 2020 and the fall of 2020, they did not use it to the same extent in the winter of 2021. The lower level of usage may have been a result of staff feeling they had implemented the FODM the best they could. It may also have been as a result of the less intense messaging coming from the administration through emails and staff news. The concern for moving forward in this scenario would be that staff might take a break from developing their incorporation of the FODM, and the administration may need to improve their messaging towards a long-term sustained cultural shift. Step seven in Kotter's (2019) eight-step process for leading change recommends sustaining acceleration. Staff are tired from the last year of upheaval, both personally and professionally, that the pandemic wrought. The administration should consider finding ways to continue to motivate staff to update their skills and improve their courses, according to FODM.

5.4.2.6. Leadership. Participants indicated that they felt that RRC leadership appreciated the extra effort that faculty put in to manage the move to online and blended learning. Still, some participants also reported that the leadership did not fully understand nor fully appreciate what the instructor experience was during this time. Participants felt that CLPE did not present centrally located streamlined resources, but rather quantity and speed was prized over quality. Participants indicated that the pacing of resource provision to faculty was intense and overwhelming due to a lack of cohesive leadership and oversight. Addressing this issue in RRC's crises policies could clarify how the administration would communicate instructions and who would oversee any resource development. Several comments suggested that participants greatly appreciated that the leadership decided in February of 2021 that planning for Fall 2021 would assume a predominantly online environment with on-campus enrichments. Each department was required to submit a plan for enrichment activities. In the Bachelor of Education program, this translated to students being on campus for three weeks in November to participate in micro-teaching. Faculty praised the administration's decisions that were identified as clear and transparent, but instructors were divided on the degree to which leadership shared the college's longer-term vision. Some participants commented that the long-term vision of the college was clear. In contrast, others felt that the FODM and the emphasis on asynchronous learning ran counter to the past culture of the college that emphasized industry partnerships and applied/experiential learning. The COVID-19 crisis, therefore, has brought to the surface some underlying tensions that RRC leadership should consider.

5.4.2.7. Accountability. Participants reported that they felt that while there had been an admirable attempt by CLPE and the leadership to provide standards and clear expectations, there was no method of accountability to ensure that faculty were adhering to the FODM. Participants generally felt that their colleagues put in the hours and learning required to plan, develop, and deliver their courses. Still, several concerns arose over the reality that those who resisted the FODM format did so knowing that they would not face any discipline. While some faculty perceived a lack of accountability, others reported that some programs were delegating staff to audit some LEARN course shells to ensure adherence to the FODM. Generally, participants stated that they felt there were gaps in the consistency of student experiences as some faculty were not providing the best learning opportunities for their students. Participants felt that to

effect long-term culture change, staff would need to be held accountable to the FODM and recognize how it supports the college's long-term vision.

5.4.2.8. Culture Change in Teaching and Learning. All interview participants indicated they had seen a shift in culture due to the move to blended learning and the roll-out of the FODM. Still, there was a discrepancy between those who felt it had changed slightly to those who felt a long-term sustainable shift in progress. Participants saw accountability as crucial to promoting a permanent change in the teaching and learning culture. It was the perceived lack of accountability that participants felt would be a significant barrier to sustaining a culture shift.

5.5 Response to Research Questions

Ultimately, this research was an examination of the impact of the FODM implementation from a faculty perspective. It represents an attempt to ascertain, from a faculty perspective, if a second-order, sustainable culture shift has occurred at the college. (Reiser & Dempsey, 2007) Has this culture shift been supported by the rollout of the policy mandating the FODM? Did the provided resources allow faculty to be successful in implementing blended learning through the LMS LEARN? I will attempt to answer the research questions one by one and then identify recommendations for leadership to consider going forward to set a benchmark for evaluation as of February of 2021.

The main question that guided this research was:

1. According to faculty perceptions, has the implementation of the Flexible Online Delivery Model prepared and supported staff in delivering programs to students at Red River College of Applied Arts and Sciences?

A series of sub-questions sought to add specificity to the evaluation:

a. How do staff rate the courses, resources, and professional development that they have been provided?
b. What type of technologies can staff access in order to deliver their courses?
c. How are learning communities and mentorships being made available to improve faculty's self-efficacy in delivery using the Flexible Online Delivery?
d. Do staff feel confident in choosing their Information and Communication Technology (ICT) purposefully and according to best practices?

For this section, I will answer the subset of questions first and then seek to answer the main question.

5.5.1 *How do staff rate the courses, resources, and professional development that they have been provided?*

When all the data were analyzed and coded for both the online survey and the interviews, staff generally rated the resources as being of overall sound quality. However, the organization and quantity of the resources led to faculty feeling overwhelmed and uncertain where to turn to find what they needed when they needed it. Faculty appreciated the professional development but felt that there might have been too much of a deviation between pedagogical best practices and technical training. Purposeful professional development is crucial to planning, designing, and delivering blended learning courses (Brennan et al., 2021).

5.5.1.1. Recommendations. The FODM, in its current iteration, is a theory-driven pedagogical model accessible on a website. The current organization of the website presents the FODM as more of a template for course design and delivery. The FODM is a model for course design first and foremost. A foundation document clearly separating this model from the companion resources should be designed to enhance this messaging. The model should be clarified and simplified and perhaps presented more graphically. When faculty hear the phrase "flexible online delivery model," they should be understanding it not as the companion website of resources but instead understanding it as a philosophy and a guiding principle. This clarification may increase the perception that this is a "flexible" model to be used to inform and support rather than dictate through use of a mandated structure. RRC may consider a graphic similar to Figure 4.12 (Roadmap Graphic), which is simple and easy to understand.

To separate the model from the resources, the entire website would need to be streamlined and redesigned with one project manager keeping strict oversight on content to ensure no duplication. Clarifying that this website is a set of resources rather than mandates and required templates would allow for embedding more flexibility into the planning, design, and delivery processes: instructors must adhere to the FODM, but they may use the resources as applicable. Improved search functions would further make for a more accessible and navigable website. Providing training specific to using the resources and provide professional development on applying the resources to the model.

5.5.2 *What type of technologies can staff access in order to deliver their courses?*

In March of 2020, when the COVID-19 pandemic forced institutions across North America to move to remote learning, the leadership issued a directive to faculty at RRC that the College's LMS, LEARN, would be the primary communication system for course delivery. In addition, all summative assessments would use LEARN features such as dropbox, quizzes, and discussions. Webex and MS TEAMS would be the only approved methods for communicating with students during synchronous classes. Although using this LMS was an expectation of staff before March of 2020, the skill level of some instructors was sometimes inadequate for using the features of this LMS with confidence. Furthermore, there was a paucity of established guidelines for organizing the LEARN course shells to ensure students had a consistent online LMS experience.

While LEARN, MS TEAMS, and Webex were the primary technology interfaces approved for use, faculty also had access to many other learning technologies. Each instructor had a laptop issued by the college. While CLPE and LEARN support had a list of approved technologies, instructors were also allowed to use a wide selection of tools as they saw fit. The exception to that was for summative assessments; LEARN was expected to be used to create standardization and ensure academic integrity. Staff reported from March 2020 to February 2021 that while initially there were restrictions placed on technology use, advocacy has led to more variation, particularly in the fields of maths and sciences. Faculty reported they did not like the MediaSite suite of video recording and editing software. Still, they were willing and able to use alternative platforms with a reasonable degree of skill and confidence.

5.5.2.1. Recommendations. RRC continues to work with instructors to ensure they have the appropriate hardware and software that they need. Continuing the policy of working with staff to train and support them in this area is recommended. According to Keisler (2017), staff who are encouraged to identify their own needs and personal goals for self-improvement are more likely to buy into a long-range shift in institutional culture.

5.5.3 *How are learning communities and mentorships being made available to improve faculty's self-efficacy in delivery using the Flexible Online Delivery?*

Mentorships and PLN have evolved organically with no deliberate direction from the college. Faculty overwhelmingly indicated that they found value in connecting with their peers and technology and educational experts.

5.5.3.1. Recommendations. When institutions support the mentoring process, employee productivity increases, they become more committed to the organization, and it reduces staff turnover (Johnson, 2016). I recommend that the college take a more deliberate and purposeful approach to create a structure that promotes mentorship. According to Udelhofen and Larson (2003), the four pillars of teacher mentorship include collaboration, reflective practices, commitment to professional growth, and commitment to improved student learning. Intuitively and out of necessity, faculty at the college began constructing their own grassroots mentorship and learning networks. RRC could capitalize on partially developed mentorship networks and promote a deliberate structure that includes archived reflections and goal setting within a longer-term framework.

When compared to the GROW model and AM model, both of which were discussed in Chapter 3, the grassroots and informal mentorship processes described by the study participants show some elements of both these models. In the grassroots peer-to-peer networks that developed at the college, one missing element would be the deliberateness of the process and the setting up of a long-term relationship that adapts and grows over time according to the needs of the mentee, which Ralph and Walker (2010) advocate. These models should be adapted into an RRC-specific model that combines the deliberate goal-setting of the GROW model (Figure 2.8) (InsideOut Development, 2020) along with the reflective process of the AM model (Figure 2.7) (Ralph & Walker, 2010). This mentorship model could provide not only the purposeful, individualized learning pathway that instructors need, but it could also provide a way to place staff in the role of mentor to promote a development that aligns with the college's long-term vision.

5.5.4 *Do staff feel confident in choosing their information and communication technology (ICT) purposefully and according to best practices?*

Staff reported that they do not feel confident with choosing ICT for pedagogical purposes. Instead, they are encouraged to follow templates set by CLPE and LEARN support and choose technologies from a list of approved software and hardware. Faculty reported feeling dissatisfied with their ability to implement ICT into their blended classroom and reported a lack of connection for their decision-making between their technologies and the educational pedagogy that underpins the selection.

5.5.4.1. Recommendations. Due to the wide variety of content and programs offered by RRC, I would recommend faculty receive professional development and relevant training guided by the TPACK model of ICT integration which includes technology, pedagogy, and content knowledge. This model provides a set structure to follow yet incorporates a decision-making process that includes content knowledge, allowing for a highly customizable model that should give relevancy for instructors across the college. Incorporating the TPACK model into faculty professional development at RRC and supporting it with a deliberate mentorship model would provide a rich and sustained growth process to improve faculty self-efficacy (Driscoll, 1994). This implementation of TPACK is not something that could be done quickly or with a one-hour workshop. To effectively implement it, faculty would need time to observe and imitate their peer mentors and apply it to their own course shells (Jang & Chen, 2010). An activity that could begin this process right away would be to place faculty into small teams and provide them the time to observe each other's course shells and discuss their choices and techniques. This activity would begin creating those conversations and provide the social connections that participants reported were so vital to their coping during the switch to online learning.

5.5.5 *According to faculty perceptions, has the implementation of the flexible online delivery model prepared and supported staff in delivering programs to students at Red River College of Applied Arts and Sciences?*

Faculty reported that while there was a need for improvement, generally, the staff were satisfied with the FODM's implementation during the move to blended learning due to the COVID-19 pandemic. Faculty reported feeling overwhelmed with resources and reported increased workload, leading to increased stress and less self-efficacy when planning, designing, and delivering courses from March of 2020 to February of 2021. It should be noted that faculty reported they were aware they were living in times of uncertainty. Global education was very much in a period of rapid change with no identified endpoint. Going forward, faculty may not be as understanding with leadership at the college as the vision for FODM moves forward once the pandemic is no longer affecting the delivery methods of courses. The time for RRC leadership to listen to staff and move forward with more deliberate planning with clarity and set benchmarks is now.

5.5.5.1. Recommendations. Mentorship, transparency, and implementation of an ICT model for informed adoption of technology (and relevant supports) are essential for the college to consider moving forward. If RRC is looking for a long-term shift in the entire culture of this learning institution, they should consider moving forward with more deliberate data-driven decision-making in the area of pedagogy and related technology. Although the staff has been willing to do what is necessary to make blended learning work during the COVID-19 pandemic, an anticipated return to "normal" without external pressures will be the true test to see if RRC leadership can sustain change to move the institution towards their long-term vision.

5.6 Evaluation of the FODM Policy and implementation

The eight-step process for leading change (LoVerme & Kotter, 2019) (Figure 2.4) was discussed in chapter 2. The eight steps and the summarized evaluation of each stage follows:

Step 1: Create a Sense of Urgency

For RRC Leadership, external factors created tremendous urgency that they used to move forward the process to lead change. Faculty, students, CLPE, and LEARN support all adapted while in crises, putting aside complaints and problems, working on getting the job done, and

providing a safe learning and working environment for staff and students. This step has been successful.

Step 2: Build a Guiding Coalition

RRC Leadership worked with CLPE to provide a model and support resources to affect change in a rapidly changing set of circumstances with many unknowns. RRC created a working group to guide the coalition. This second step was completed with partial success as staff reported some problems regarding lack of transparency, lack of a cohesive plan, and lack of cohesion in training and development resources.

Step 3: Form a Strategic Vision and Initiatives

The partial success in step 2 informs this step 3. While a strategic vision and initiatives were formed, the clarity of the vision and cohesiveness of the initiatives were only partially successful based on the problems associated with step 2. For example, there was lack of standards for accountability from program to program, creating frustrations among faculty members when they discovered their peers were not adhering to the same standards.

Step 4: Enlist an Army

The approximately 833 instructors and support staff were indeed enlisted and were highly invested in the communication and resources provided by the college's guiding coalition. They understood the necessity and were willing to do what was necessary to adapt during this move to blended learning. The pressures and uncertainties surrounding the pandemic provided for a highly motivated "army" to carry forward the strategic vision and initiatives. This step was successful.

Step 5: Enable Action by Removing Barriers

The speed and urgency associated with the move to blended learning meant that inevitably unforeseen issues would arise. Over the course of the timeline of this research, the college went from a relatively rigidly dictated model of instruction to a more flexible model. The administration enlisted program managers to bring issues forward, and faculty reported many barriers which were identified in the spring and fall of 2020 removed by winter of 2021. This step should be considered only a partial success as there still exists barriers to more pedagogical-based ICT adoption, personal wellness of the staff, and creating more social and engaging learning environments to benefit both faculty and students. The college has begun to redesign the

FODM and implement more meaningful professional development, but time, workload, and inconsistent messaging still stand in the way of continued staff development.

Step 6: Generate Short Term Wins

This step can be considered as successful. By getting through each term and moving on to the following term, faculty and RRC leadership were able to identify completed measurable elements that had distinct times of completion. As programs continued to be delivered and students continued to enroll each term, these events provided ways to celebrate before moving on to the next challenge.

Step 7: Sustain Acceleration

At the beginning of the pandemic, faculty and leadership were highly motivated to work together to make the blended learning environment work for students. This step can be considered a partial success. For the first six months after the move to online learning, there was sustained acceleration. However, faculty reported their interest in continuing to master the FODM and engage with resources for better planning, design, and delivery tapered off during the fall 2021 term.

Step 8: Institute Change

The central focus of this research is the overall success of the policy that was implemented when mandating the use of an LMS using the FODM as a guide is whether the culture of RRC as an institution has changed. This step could be considered a partial success. While faculty reported overall that they were accepting of institutional change at some level, pockets of resistance emerged due potentially to a perceived lack of cohesive accountability. According to Mora and Vieira (2020), communication tools and accountability as an element of internal governance derived from goal setting is crucial to affecting long-term, sustained change.

5.7 Implications for Future Research

The COVID-19 pandemic has thrown education around the globe into a cauldron of uncertainty. Blended, online, and virtual learning became the primary delivery methods for many secondary and post-secondary educational institutions. The economic and educational fabric of Canada has changed, with many profound future implications in how youth in Canada access educational opportunities and how workers access education to upskill or reskill their employable assets (Universities Canada, 2021). This study examined the changing of an institutional teaching and learning culture necessitated by the COVID-19 pandemic. As discussed in the introductory chapter of this thesis, RRC codified its intent to utilize learning technologies to make the institution more responsive to the needs of an ever-changing workforce (Red River College of Applied Arts, Science and Technology, 2016). The COVID-19 pandemic accelerated the implementation of this goal, moving it forward along a new timeline at lightning speed. This study only begins to tackle the research opportunities around this event. Questions remain surrounding the student experiences, industry needs, what the next steps should be, and the long-term goals of institutions across Canada to move us forward with purpose to implement data-driven decisions. There is no question that change is in the air, but research will provide us with necessary benchmarks and measurements to answer if students are thriving, educational organizations are adapting, and meeting the needs of our future populations.

For the college, purposeful research to identify profiles for faculty that require professional development at beginner, intermediate and advanced levels will allow for more targeted responses, including identifying who most could benefit from mentorship. Questions remain as to whether age, education, time at the college, or industry experience can be used as a predictor of the needs of employees. Being able to identify such needs would allow for more deliberate targeting to provide supports and solutions.

5.8 Final Recommendations and Conclusion

As the timeline for the data collection used to inform this research closed in February of 2021, it is outside the scope of this study to comment on ongoing initiatives at RRC. In many ways, conducting this research was like trying to shoot a moving target as CLPE and RRC leadership were constantly and quickly adapting to barriers and trying to solve problems in a time of turmoil and many unknowns. Moving forward, the college has the opportunity to evaluate its current situation and implement a new process for leading change. By using the eight-step process used to inform this research and support it by the CIPP model, RRC can identify new goals with the intent to not just affect change by policy, but to actually create a change of institutional culture by inspiring a change in the hearts and minds of RRC employees. Mentorship, improved professional development for ICT adoption, and increased transparency are specific recommendations based on the findings of this research. Creating a deliberate model to guide the college's next steps will ensure that the next phase of the FODM policy implementation will have specific plans in place to reach measurable goals. Measurable goals will inform the college if indeed, according to this institution's motto, "What we're doing is working".

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Appendix A: Participant Consent Questionnaire

UNIVERSITY OF SASKATCHEWAN
College of Education

Department of Curriculum Studies
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: 306-966-7601 Facsimile: 306-966-7658
Web: www.usask.ca/education/ecur

Participant Consent Questionnaire

Department of Education, Technology and Design

Participant Consent Form:

You are invited to participate in a research study entitled:

Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use

Researcher(s):

Shannon Derksen
Teacher Education
Red River College
Graduate Student
Education Technology and Design
Faculty of Education
University of Saskatchewan
sderksen36@rrc.ca

Under the direction of:

Marguerite Koole, PhD.
Thesis Advisor
m.koole@usask.ca
1-306-966-7638
Principle Researcher

Purpose and Objective of the Research:

The purpose of this study is to gather information on how effective the implementation of the Flexible Online Delivery Model has been in preparing and supporting staff as they deliver their fall 2020 courses to new and continuing students at Red River College of Applied Arts, Sciences

and Technology? The results of this survey will inform the final report evaluating the rollout of the FODM and it will be submitted to the RRC Leadership team in spring of 2021.
This is a research study that it part of a University of Saskatchewan Master's thesis and is not being conducted by RRC. Participation is not associated with your obligations as an employee of RRC.

Procedures:

- This survey is being hosted through the Survey Monkey platform using the University of Saskatchewan License and you may review its privacy policy here.
- I will ask you to complete a 15-minute survey online.
- At the end of the survey, you will be asked if you are willing to volunteer for a 60-minute follow-up video conference interview. If you agree to participate, you may be contacted to arrange a time for the interview. The interview will be recorded and transcribed. The recording will not be shared with anyone outside of the research team.
- Please feel free to ask any questions regarding the procedures and goals of the study or your role.

Potential Risks:

- There are no known or anticipated risks to you by participating in this research.
- You can withdraw from this research at any time up until the point that you submit the survey.
- As this information is being collected anonymously, it would not be possible to identify and remove your response.

Potential Benefits:

This information will provide the background needed to examine the effectiveness of the RRC Flexible Online Delivery Model
There is no compensation nor incentives for participating in this study

Confidentiality:

- All data for this survey will be anonymous.

Storage of the Data:

- Survey data will be exported from Survey Monkey and stored on University of Saskatchewan's OneDrive for a period of 5 years post publication as per research ethics guidelines.

- At the end of 5 years from publication the data will be deleted.

Right to Withdraw

• Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort up to the point of submission of the survey. As your responses are anonymous, once you submit the survey, there is no identifying information which would enable us to remove your response

• Whether you choose to participate or not will have no effect on your position [e.g. employment, class standing, access to services] or how you will be treated.

Follow up:

• The final report will be submitted to the Leadership Team in Spring of 2021, and you may contact Kerri Korabelnikov at KCaldwell@rrc.ca for a copy of the final report.

Questions or Concerns

Contact the researcher(s) using the information at the top of page 1;

• This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

Consent:
By completing and submitting the questionnaire, YOUR FREE AND INFORMED CONSENT IS IMPLIED and indicates that you **understand** the above conditions of participation in this survey.

Appendix B: Participant Consent for Interview

Department of Curriculum Studies
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: 306-966-7601 Facsimile: 306-966-7658
Web: www.usask.ca/education/ecur

Participant Consent Form: One-on-One video interview

You are invited to participate in a research study entitled:

Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use

Researcher(s):

Shannon Derksen
Teacher Education
Red River college
Graduate Student
Education Technology and Design
Faculty of Education
University of Saskatchewan
Sderksen36@rrc.ca

Under the supervision by:

Marguerite Koole, PhD.
Thesis Advisor
m.koole@usask.ca
1-306-966-7638
Principle Researcher

Purpose(s) and Objective(s) of the Research:

Purpose and Objective of the Research:
The purpose of this study is to gather information on how effective the implementation of the Flexible Online Delivery Model has been in preparing and supporting staff as they deliver their fall 2020 courses to new and continuing students at Red River College of Applied Arts, Sciences and Technology? The results of this survey will inform the final report evaluating the rollout of the FODM and it will be submitted to the RRC Leadership team in spring of 2021.
This is a research study that it part of a University of Saskatchewan Master's thesis and is not being conducted by RRC. Participation is not associated with your obligations as an employee of RRC.

Procedures:

- You have been invited to participate in an interview where you will be asked questions about the Flexible Online Delivery Model mandated for Red River College Faculty. Please feel free to ask any questions regarding the procedures and goals of the study or your role.
- This will be conducted using the video conference software of Microsoft TEAMS. The audio will be recorded. The Privacy Policy of Microsoft TEAMS can be found here. The audio will be recorded using MediaSite Desktop recorder.
- You will not be required to have your video active during this interview, and you may request this interview be done by way of telephone communication if you prefer this format.
- You have the right to request that the recording device be turned off at any time. You will not need to give a reason and should feel free to disengage at any time.
- There is no obligation for you to meet with the interviewer and you are free to withdraw your offer to participate at any time. This includes prior to the interview and at any time during the interview.
- Participants agree not to make any unauthorized recordings of the content of a meeting / data collection session.
- NVivo software, using the University of Saskatchewan licensing, will be used to transcribe and assist in coding the data. NVivo privacy policy may be found here.

Potential Risks:

- There are no known or anticipated risks to you by participating in this research**.**
- You can withdraw from this research at any time.

Potential Benefits:

- This information will provide the background needed to examine the effectiveness of the RRC Flexible Online Delivery Model
- There is no compensation nor incentives for participating in this study

Confidentiality:

- Any identifying information that we collect will be "coded" during analysis and for any subsequent publications. Only the research team will know the real names and personal contact information of specific participants involved in this study.
- Your personal information will be retained in a separate file location and you will be assigned a pseudonym. Only the researchers will have access to this file, and it will be stored for a period of five year.
- While every effort will be made to ensure your privacy, it can not be guaranteed.

Storage of Data:

- Data and videos will be exported and saved as digital files and stored on the University of Saskatchewan's OneDrive. It will be stored for five years from the date of publication.
- At the end of 5 years from the date of publication the data will be deleted.
- Consent forms will be stored in a secure space separate from the recordings to safeguard the participant's anonymity.
- All storage of data will be done in Canada. More information available here.

Right to Withdraw

- Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort.
- Whether you choose to participate or not will have no effect on your position [e.g. employment, class standing, access to services] or how you will be treated.
- Your right to withdraw data from the study will apply until one week after your participation has ended.

Follow up:

- The final report will be submitted to the Leadership Team in the Spring of 2021, and you may contact Kerri Korabelnikov at KCaldwell@rrc.ca for a copy of the final report.

Questions or Concerns

- Contact the researcher(s) using the information at the top of page 1;
- This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office:

ethics.office@usask.ca; 306-966-2975; out of town participants may call toll free 1-888-966-2975.

As follows you may consent to participate in this process by written or oral consent

Consent (written)

Your signature below indicates that you have read and understand the description provided: I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project. A copy of this consent form has been given to me for my records.

Primary Researcher signature	Print Name	date

Research Participant signature	Print Name	date

Consent (oral)

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it. Oral confirmation was given in the recording.

Name of Participant	*Researcher's Signature*	*Date*

Appendix C: Faculty Questionnaire

Staff Survey RRC FODM faculty feedback

The purpose of this study is to gather information on how effective the implementation of the Flexible Online Delivery Model has been in preparing and supporting staff as they delivered their spring/fall 2020 courses and Winter 2021 courses to new and continuing students at Red River College of Applied Arts, Sciences and Technology. The results of this survey will inform the final report evaluating the rollout of the FODM. This is a research study that is part of a University of Saskatchewan Masters thesis and is not being conducted by RRC. Your participation is not associated with your obligations as employees of RRC.

There are seven sections to this survey:
1. Participant Consent
2. Participant Demographics
3. The Flexible Online Delivery Model Website
4. The LEARN course entitled TEACHING ONLINE RRC
5. The SEAS Online teaching Roadmap resource (SEAS faculty only)
6. Mentorship and individualized resources for faculty
7. Overall satisfaction with the professional development and mentorship supports provided by the college

The entire survey should take you approximately 10 minutes.

* 1. Participant Consent

Department of Education, Technology, and Design
Participant Consent Form:
You are invited to participate in a research study entitled:

Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use

Researcher(s):
Shannon Derksen
Teacher Education
Red River College

Graduate Student
Education Technology and Design
Faculty of Education
University of Saskatchewan
sjd410@mail.usask.ca

Under the direction of:
Marguerite Koole, Ph.D.
Thesis Advisor

m.koole@usask.ca
1-306-966-7638
Principal Researcher

Purpose and Objective of the Research:

The purpose of this study is to gather information on how effective the implementation of the Flexible Online Delivery Model has been in preparing and supporting staff as they deliver their spring/fall 2020 courses and continue to deliver their Winter 2021 courses to new and continuing students at Red River College of Applied Arts, Science and Technology. The results of this survey will inform the final report evaluating the rollout of the FODM and it will be submitted to the RRC Leadership team in the spring of 2021.

This is a research study that is part of a University of Saskatchewan Masters thesis and is not being conducted by RRC. Participation is not associated with your obligations as an employee of RRC.

Procedures:

This survey is being hosted through the Survey Monkey platform using the University of Saskatchewan License and you may review its privacy policy here

- I will ask you to complete a 15-minute survey online.
- At the end of the survey, you will be asked if you are willing to volunteer for a 60-minute follow-up video conference interview. If you agree to participate, you may be contacted to arrange a time for the interview. The interview will be recorded and transcribed. The recording will not be shared with anyone outside of the research team.
- Please feel free to ask any questions regarding the procedures and goals of the study or your role.

Potential Risks:

- There are no known or anticipated risks to you by participating in this research.
- You can withdraw from this research at any time up until the point that you submit the survey. As this information is being collected anonymously, it would not be possible to identify and remove your response after you submit it.

Potential Benefits:

- This information will provide the background needed to examine the effectiveness of the RRC Flexible Online Delivery Model
- There is no compensation nor incentives for participating in this study

Confidentiality:

- All data for this survey will be anonymous.

◯ I agree

◯ I do not agree

* 2. Participant Consent Questionnaire continued:

Storage of the Data:

• Survey data will be exported from SurveyMonkey and stored on the Principal Investigator's University of Saskatchewan OneDrive. It will be stored for five years from the date of publication.
• Any computer used to store the data during collection will be password-protected and accessible only to members of the research team. While the pandemic may require that the student researcher temporarily store data on her home computer, this computer is in a safe, locked area of her home with access limited to her alone. In addition, the research data on this computer will be encrypted and immediately uploaded to the PI's OneDrive. Once the data has been uploaded, the local copy will be permanently and irrevocably destroyed.

Right to Withdraw

• Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort up to the point of submission of the survey. As your responses are anonymous, once you submit the survey, there is no identifying information that would enable us to remove your response
• Whether you choose to participate or not will have no effect on your position [e.g. employment, class standing, access to services] or how you will be treated.

Follow up:

• The final report will be submitted to the Leadership Team in Spring of 2021, and you may contact Shannon Derksen at sjd410@mail.usask.ca for a copy of the final report.

Questions or Concerns

• Contact the researcher(s) using the information at the top of page 1;

• This research project has been approved on ethical grounds by the University of Saskatchewan Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: ethics.office@usask.ca; 306-966-2975; out of town

participants may call toll free 1-888-966-2975.

• This research project has been approved on ethical grounds by the Red River College Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office: REB@RRC.CA

Consent:

By completing and submitting the questionnaire, YOUR FREE AND INFORMED CONSENT IS IMPLIED and

indicates that you understand the above conditions of participation in this survey.

- ◯ I agree
- ◯ I do not agree

Demographic

We'd like to ask you a few questions regarding who you are and what type of work you do for RRC.

3. What is your job title? **If you taught at least one** course during Spring of 2020, Fall of 2020, or Winter of 2021, Please mark yourself as an instructor.

- ◯ Instructor
- ◯ Chair
- ◯ Program Manager
- ◯ Developer
- ◯ Other

Demographics

4. How long have you been working at Red River College?

- ◯ Less than 1 year
- ◯ 1-2 years
- ◯ 2-4 years
- ◯ 4-7 years
- ◯ 7-10 years
- ◯ More than 10 years

5. What is your age group?

- ◯ Under 30
- ◯ 31-40
- ◯ 41-50
- ◯ 51-60
- ◯ Over 60

6. Did you teach at least one course during spring of 2020

- ◯ Yes
- ◯ No

7. Did you take holidays in the summer of 2020

- ◯ Yes
- ◯ No

8. On what date did you return full time to the college after your summer break. If you did not take holidays during the summer of 2020, please leave this blank.

Date / Time

Date

DD/MM/YYYY

9. Did you teach at least one course during the Fall 2020 term?

- ◯ Yes
- ◯ No

10. Are you currently teaching at least one course during the Winter 2021 term?

- ◯ Yes
- ◯ No

11. Please provide the name of your RRC school or program.

Flexible Online Delivery Model

This section will ask you questions about the effectiveness of the FODM website.

12. Did you design your courses in the Fall of 2020 or Winter of 2021 according to the Flexible Online Delivery Model?

- ◯ Yes
- ◯ No

Flexible Online Delivery Model

13. User experience: ease of use

	Very easy	Somewhat easy	Neutral	A bit difficult	Very difficult	N/A
How easy was it for you to locate the FODM website?	◯	◯	◯	◯	◯	◯
When you view the website, is it easy to understand how the information is organized?	◯	◯	◯	◯	◯	◯
Was it easy to find what you were looking for?	◯	◯	◯	◯	◯	◯
How easy is it to understand the information on the FODM website	◯	◯	◯	◯	◯	◯

Additional comments

14. User experience: the value of resources

	Very likely	likely	Neutral	unlikely	Not at all likely	N/A
How likely are you to use the FODM website to help you **plan** your future courses?	○	○	○	○	○	○
How liklely are you to recommend this resource to a colleague?	○	○	○	○	○	○
How likely will you be to use this website when **designing** and **delivering** your future courses?	○	○	○	○	○	○

Additional comments

15. How would you rate the FODM website as a resource to plan your course? (One star is the lowest level on the scale, and five stars is the highest level on the scale).

★ ★ ★ ★ ★

16. How would you rate the FODM as a resource to know where to find step by step guides in uploading and customizing the Course Introduction Package (CIP) for your courses?

17. How would you rate the FODM website as a resource to design your gradebook, dropboxes and rubrics?

18. Overall, how would you rate the FODM websites as a resource to design and upload content to your fall LEARN courses?

19. How would you rate the FODM website as a resource to help you make decisions on choosing technology?

20. Overall, how would you rate the FODM website as a resource for designing your courses in LEARN?

21. Do you have any suggestions on how to improve the look and organization of the FODM website?

LEARN course: Teaching online RRC

This section will ask you about the effectiveness of the TEACHING ONLINE RRC course

22. Did you Enroll in the Teaching Online RRC course?

- ◯ Yes
- ◯ No

Teaching Online RRC

23. Did you complete the Teaching Online RRC course?

- ◯ Yes
- ◯ No

Teaching Online RRC

24. User experience: ease of use

	Extremely easy	Very easy	Neither easy nor difficult	A bit difficult	Difficult
How easy was it for you to locate the Teaching Online RRC Course?	○	○	○	○	○
When you view the Teaching Online RRC Course, it is easy to understand how the informaiton is organized?	○	○	○	○	○
Was it easy to find what you were looking for?	○	○	○	○	○
How easy is it to understand the information in the Teaching Online RRC Course	○	○	○	○	○

Additional comments

25. User experience: the value of resources

	Very likely	Likely	Neutral	Unlikely	Not at all likely
How likely are you to use the Teaching Online RRC Course to help you **plan** your courses in the future?	○	○	○	○	○
How likely are you to recommend this resource to a colleague?	○	○	○	○	○
How likely are you to use this resource to support you in **designing** and **delivering** your courses in the future?	○	○	○	○	○

Additional comments

26. How would you rate the Teaching Online RRC as a resource to plan your course?

27. How would you rate the Teaching Online RRC Course as a resource to find step by step guides in uploading and customizing the Course Introduction Package (CIP) for your courses?

28. How would you rate the Teaching Online RRC Course website as a resource to design your gradebook, dropboxes and rubrics?

29. Overall, how would you rate the Teaching Online RRC Course website as a resource to design and upload content to your fall LEARN courses?

30. How would you rate the Teaching Online RRC Course as a resource to help you make decisions on choosing technology?

31. Overall, how would you rate the Teaching Online RRC Course as a resource for designing your courses in LEARN?

32. Do you have any suggestions on how to improve the look and organization of the Teaching Online RRC Course?

The SEAS Online teaching Roadmap course (SEAS faculty only)

This section will ask you about the effectiveness of the course "SEAS online Teaching Roadmap".

33. Are you a member of the SEAS faculty?

- ◯ Yes
- ◯ No
- ◯ Yes, but I did not use the SEAS Online Roadmap resources

SEAS Online Teaching Roadmap

34. How effective was the SEAS Online Roadmap graphic in assisting you to understand the overall process involved in designing for online teaching and learning for the fall of 2020 and/or the Winter of 2021?

SEAS Road Map

35. SEAS Online Road Map User experience: ease of use

	Extremely easy	Very easy	Neither easy nor difficult	A bit difficult	Difficult
How easy was it for you to locate the SEAS Online Teaching Roadmap course in LEARN	○	○	○	○	○
When you view the SEAS Online Teaching Roadmap course, it is easy to understand how the informaiton is organized?	○	○	○	○	○
Was it easy to find what you were looking for?	○	○	○	○	○
How easy is it to understand the information in the SEAS Online Teaching Roadmap course	○	○	○	○	○

Additional comments

36. Seas Online Teaching Roadmap User experience: the value of resources

	Very likely	likely	Neutral	Unlikely	Not at all likely
How likely are you to use the SEAS Online Teaching Roadmap course to help you **plan** your courses in the future?	○	○	○	○	○
How liklely are you to recommend this resource to a collegue?	○	○	○	○	○
How likely are you to use this SEAS Online Teaching Roadmap course when **designing** and **delivering** your future courses?	○	○	○	○	○

Additional comments

37. How would you rate the SEAS online Teaching Roadmap as a resource to plan your course

☆ ☆ ☆ ☆ ☆

38. How would you rate the SEAS online Teaching Roadmap course as a resource to know where to find step by step guides in uploading and customizing the Course Introduction Package (CIP) for your courses?

☆ ☆ ☆ ☆ ☆

39. How would you rate the SEAS online Teaching Roadmap course as a resource to design your gradebook, dropboxes, and rubrics?

☆ ☆ ☆ ☆ ☆

40. Overall, how would you rate the SEAS online Teaching Roadmap course as a resource to design and upload content to your fall LEARN courses?

☆ ☆ ☆ ☆ ☆

41. How would you rate the SEAS online Teaching Roadmap course as a resource to help you make decisions on choosing technology?

☆ ☆ ☆ ☆ ☆

42. Overall, how would you rate the SEAS online Teaching Roadmap course as a resource for designing your courses in LEARN?

43. Do you have any suggestions on how to improve the look and organization of the SEAS online Teaching Roadmap course?

Mentorship and individualized resources for Faculty

This section will ask you questions regarding the effectiveness of the mentorship and individualized training provided to instructors.

44. Have you connected with any staff members (colleagues, supervisors, CLPE, LEARN Support, etc.) from RRC to help you plan, develop, and deliver your courses?

- Yes
- No

45. Did you feel there was enough staff made available to faculty to support designing and delivering courses using the FODM?

- Yes
- No

46. Please briefly describe your experience when connecting with staff at RRC to support you in designing and delivering courses using the FODM. If you did not utilize any of these resources, please write N/A.

Overall satisfaction with the rollout of the FODM.

This section will ask you questions about the overall effectiveness of the professional development and individualized training provided by RRC to support faculty in designing and delivering their courses during the Spring and/or fall of 2020, and Winter of 2021.

47. Did you attend any additional in-house training, professional development, or customized resources specific to your area to support you since the move to virtual learning in Early 2020? If so, what were they, and were they helpful?

48. How satisfied are you with the way RRC has supported you as you design(ed) and deliver(ed) your courses since the Covid 19 Pandemic caused the shift to online learning?

Other (please specify)

49. When comparing the quality of the fall courses of 2020, and/or your Winter 2021 resources to your courses Pre-Covid 19, how effective do you think the FODM has been in improving your course design? If you are in your first term of delivering a course at RRC, please skip this question.

50. Are there suggestions for improvement that you would like to share with us?

51. Please provide any additional feedback or insight you feel may be helpful to us.

End of Suvey and request for volunteers for phase two.

Thank you for your feedback regarding the RRC FODM. The second phase of this research on the effectiveness of the implementation of the FODM will involve seeking volunteers to participate in a one-hour interview requesting more in-depth feedback on your experiences with developing and designing your course for the fall of 2020. If you would like to volunteer to be considered for this opportunity please fill in the form that will appear once you submit your survey. This is an external link and in no way is it connected to the anonymous survey you are currently completing. Volunteering for the interview stage of data collection is completely optional.

Appendix D: Faculty Semi-Structured Script For Interviews

1. Did you teach in spring of 2020?
    a. Please detail your education and experience.
    b. Please describe the courses you are teaching.
    c. Describe your experience using the FODM to design your courses in the spring of 2020?
    d. How did you use the resources available to you through LEARN support or CLPE or your colleagues/departments?
        i. Prompts:
            1. Teaching Online RRC course?
            2. Live stream/recorded events?
            3. Seas Roadmap
            4. Mentorship?
    e. What, if any, assistance did you give to other faculty members?
        i. Prompts
            1. Pedagogical
            2. Technical
            3. Emotional
    f. Please detail them.
    g. How do you feel about the effectiveness of the resources?
        i. Quality
        ii. Quantity
        iii. Organization
        iv. Accessibility
    h. What is your opinion of the time frame you were given in order to prepare for your spring courses?
2. Did you/are you teaching during the fall of 2020?
    a. If yes, how did you use the FODM to design your courses in the spring of 2020?
    b. What is your opinion of the resources available to you through LEARN support or CLPE?

    c. How did you use the resources available to you?
    d. How do you feel about the effectiveness of the resources?
        i. Quality
        ii. Quantity
        iii. Organization
        iv. Accessibility
3. When designing your courses for the fall of 2020, how closely did you adhere to the expectations of the FODM?
    a. Discuss the quality of the resources and professional development you have been provided in order to implement the FODM.
    b. Other than LEARN, what technologies did you use to deliver and assess your courses?
    c. Describe how you accessed learning communities and/or mentorships connections to develop your ability to deliver the Flexible Online Delivery?
    d. How confident are you in being able to choose your ICT purposefully and according to best practices?
        i. Prompts
            1. Are you familiar with any ICT adoption models?
4. When considering all aspects, starting from march of 2020, how do you think RRC managed the movement to online learning, information on the fall term structure,
5. Overall, how effective has the implementation of the Flexible Online Delivery Model been in preparing and supporting staff to deliver quality programs to new and continuing students at Red River College of Applied Arts and Sciences?

Appendix E: Staff News Announcements

Staff News January 29 and February 1, 2021

Faculty Feedback: Instructor Perspectives on the Flexible Online Delivery Model

To all Faculty

Hopefully, you have or will soon receive an email from your department Chair asking you to participate in a short survey regarding your perspectives on the Flexible Online Delivery Model. This resource outlines the expectations as to how instructors were to plan, design, and deliver their courses since the move to virtual learning in March of 2020. This model represents a long-term shift in how the college expects to emerge as an educational leader in the delivery of flexible learning options.

The Flexible Online Delivery Model has been our guide since the spring of 2020, and staff members have been hard at work designing resources to help you adapt to this new way of teaching.

We would like to offer you the opportunity to provide feedback regarding the FODM and the resources that were made available to you through the Centre of Learning and Program Excellence, LEARN Support, The Academic Success Centre, the Library, and by many other members working to support you.

This feedback is not being gathered by the college, but as research being conducted for a Thesis in the graduate program of *Education, Technology and Design at the University of Saskatchewan*. The student researcher, Shannon Derksen, is currently a full-time instructor in RRC's department of Teacher Education.

The title of the research is

Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use

We would like to hear your voices. Please consider filling out the following survey by clicking on this link:

https://www.surveymonkey.ca/r/S9GPV9X

This survey takes approximately 10 minutes to complete, and it is anonymous.

Thank you very much! If you have any questions please contact Shannon Derksen from Teacher Education at sjd410@mail.usask.ca

Staff News February 10, 2021

REMINDER! Faculty Feedback: Instructor Perspectives on the Flexible Online Delivery Model

To all Faculty:

This is a friendly reminder that all the instructional staff at Red River College has been invited to participate in a research survey on YOUR perspective of the FODM rollout which began in the spring of 2020.

This is an opportunity to provide feedback regarding the FODM and the resources that were made available to you through the Centre of Learning and Program Excellence, LEARN Support, The Academic Success Centre, the Library, and by many other members working to support you.

This feedback is not being gathered by the college, but as research being conducted for a Thesis in the graduate program of *Education, Technology and Design at the University of Saskatchewan*. The student researcher, Shannon Derksen, is currently a full-time instructor in RRC's department of Teacher Education.

The title of the research is *Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use*

We would like to hear your voices. Please consider filling out the survey by clicking on this link: https://www.surveymonkey.ca/r/S9GPV9X.
This survey takes approximately 10 minutes to complete, and it is anonymous.

Thank you very much! If you have any questions please contact Shannon Derksen from Teacher Education at sjd410@mail.usask.ca

Last Chance notification on February 17, 2021, notifying that the survey would close at the end of the day.

Staff News February 17, 2021

Last Chance! Faculty Feedback: Instructor Perspectives on the Flexible Online Delivery Model

Thank you to all members of the instructional staff that have already taken the time to provide us with your thoughts and ideas.

Today is the final day for you to participate in a research survey on YOUR perspective of the FODM rollout which began in the spring of 2020.

This feedback is not being gathered by the college, but as research being conducted for a Thesis in the graduate program of *Education, Technology and Design at the University of Saskatchewan*. The student researcher, Shannon Derksen, is currently a full-time instructor in RRC's department of Teacher Education. The title of the research is *Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use*

We would like to hear your voices. Please consider filling out the survey by clicking on this link: https://www.surveymonkey.ca/r/S9GPV9X.
This survey takes approximately 10 minutes to complete, and it is anonymous.

Thank you very much! If you have any questions please contact Shannon Derksen from Teacher Education at sjd410@mail.usask.ca

Appendix F: The Grow Model

What is the GROW Model?

Sean Lea, 2020. Used with permission, OER

Appendix G: Ethics Approvals

Certificate of Ethics Approval University of Saskatchewan

UNIVERSITY OF SASKATCHEWAN

Behavioural Research Ethics Board (Beh-REB) 11/Dec/2020

Certificate of Approval

Application ID: 2371

Principal Investigator: Marguerite Koole Department: Department of Curriculum Studies

Locations Where Research Activities are Conducted: Red River College, D322-2055 Notre Dame Avenue, Winnipeg, MB, Canada

Student(s): Shannon Derksen

Funder(s):

Sponsor:

Title: Changing Cultures: An examination of the Impact on Institutional Culture When Prescribing Learning Management System Use

Approved On: 11/Dec/2020

Expiry Date: 11/Dec/2021

Approval Of: Behavioural Research Ethics Application

Consent forms (interviews and surveys)

Recruitment and reminder emails

Interview script

Acknowledgment Of: TCPS2 Core Certificate (Derksen)

Review Type: Delegated Review

CERTIFICATION

The University of Saskatchewan Behavioural Research Ethics Board (Beh-REB) is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TPCS 2 2018). The University of Saskatchewan Behavioural Research Ethics Board has reviewed the above-named project. The proposal was found to be acceptable on ethical grounds. The principal investigator has the responsibility for any other administrative or regulatory approvals that may pertain to this project, and for ensuring that the authorized project is carried out according to the conditions outlined in the original protocol submitted for ethics review. This Certificate of Approval is valid for the above time period provided there is no change in experimental protocol or consent process or documents.

Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Research Ethics Board consideration in advance of its implementation.

ONGOING REVIEW REQUIREMENTS

In order to receive annual renewal, a status report must be submitted to the REB Chair for Board consideration within one month prior to the current expiry date each year the project remains open, and upon project completion. Please refer to the following website for further instructions: https://vpresearch.usask.ca/researchers/forms.php.

Digitally Approved by Patricia Simonson
Vice-Chair, Behavioural Research Ethics Board
University of Saskatchewan

1 / 1

Certificate of Ethics Approval Red River College

RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

RESEARCH ETHICS BOARD

CERTIFICATE OF APPROVAL

PRINCIPAL RESEARCHER(s)	DEPARTMENT/AGENCY	NUMBER
Shannon Derksen Marguerite Koole (advisor)	University of Saskatchewan	**2020/21-04**

CO-RESEARCHERS

TITLE:
Changing cultures: An examination of the impact on institutional culture when prescribing learning management system use

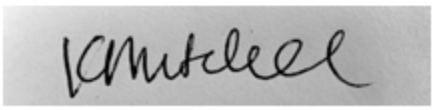
APPROVAL DATE	TERM (YEARS)	AMENDMENT	AMENDMENT	ANNUAL REPORT/ RENEWAL DUE DATE
JANUARY 19, 2021	1			January 19, 2022

CERTIFICATION

The Red River College Research Ethics Board (RRCREB) has reviewed and approved the above named research. RRCREB operates in accordance with the current *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*

This approval is valid for one year and is subject to the following conditions:

1. Any modifications or deviations to the named protocol must be resubmitted to the RRCREB for approval before implementation using the Amendment Request Form.
2. Any adverse events encountered during the research must be reported to the RRCREB using the Adverse Events Report Form.
3. Ethical approval is no longer valid after the renewal date indicated above. Projects requiring extension can request renewal by completing the Renewal Request Form.
4. Projects that are completed by the 1-year renewal date must complete a Study Closure Form.
5. All forms are available on the RRCREB Page: https://www.rrc.ca/numbers/ethics-board/
6. It is the researcher's responsibility to attend to completion of the above-mentioned conditions.
7. Red River College may request to review research documentation from this project to demonstrate compliance with this approved protocol.



Approval of the Research Ethics Board by:
Kim Mitchell, RN PhD, Chair

Appendix H: Copyright Permissions

Free Press Permission for use:

Dear Shannon Derksen:

In reply to your request, you have Simon & Schuster's permission to use the "Adopter Categorization on the Basis of Innovativeness" figure as specified in your request from the book "**DIFFUSION OF INNOVATIONS, 5E**" by Everett M. Rogers in your Master's degree dissertation. New permission is required for all subsequent uses.

The following acknowledgment is to be reprinted in all copies of your dissertation:

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Please re-apply to this department if your dissertation is later accepted for commercial publication and you wish to retain our material at which time there will be a fee.

Best wishes for the successful completion of your work.

Sincerely,

Laura Milunic
Assistant Permissions Manager

Inside Out Development Permissions for Use

InsideOut DEVELOPMENT™

November 26, 2020

Shanon Derksen
sderksen36@RRC.CA

Dear Ms. Derksen,

This letter of permission provides the authority for you to use InsideOut Development's GROW® model (the "Model") in your thesis which will be published through University of Saskatechwan and place in their repository. This will be a one-time publication and will be used only in this academic sense.

Any visual use of the Model shall include the following attribution: "Used with permission of InsideOut Development, LLC., www.insideoutdev.com, © 2005-2020." Any spoken reference to the Model shall include the following verbal attribution: "The GROW model, co-created by Alan Fine, founder of InsideOut Development."

Sincerely,

Tracie Grant Digitally signed by Tracie Grant Date: 2020.11.29 17:53:13 -07'00'

Tracie Grant
Contracts Manager

Shannon Derksen acceptance of terms. By signing below, I accept the terms as set forth above.

Shannon Derksen Digitally signed by Shannon Derksen Date: 2020.11.27 11:53:59 -06'00'

Signature

Shannon Derksen

Name

Instructor

Title

November 27, 2020

Date

10542 South Jordan Gateway, Suite 300, South Jordan, Utah 84095 | insideoutdev.com | 888.262.2448