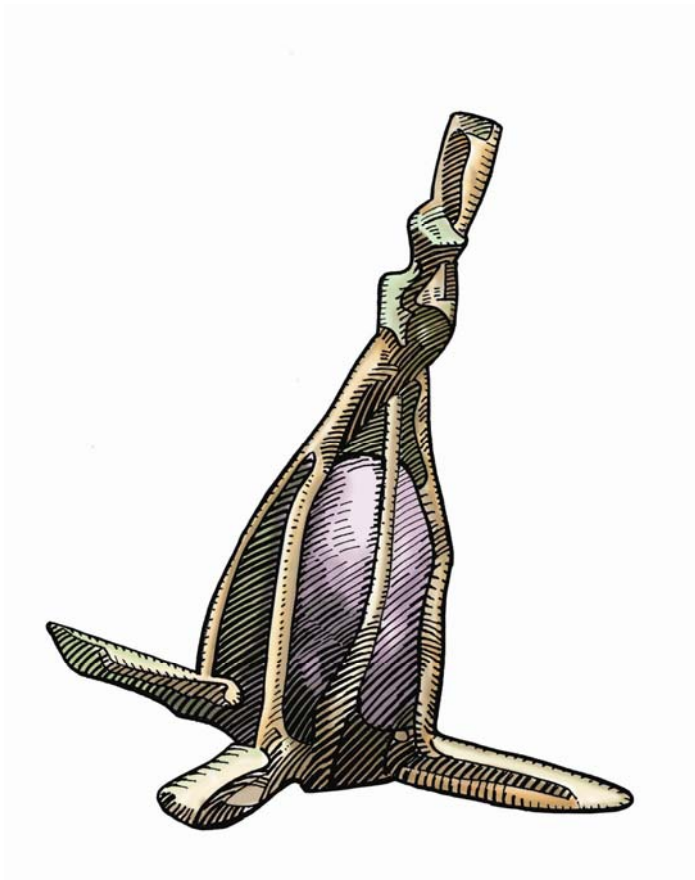


2008

**Killick Centre for E-Learning Research
Personalized Mid-Term Report**



**Faculty of Education
Memorial University
of Newfoundland**

9/30/2008

Section I: Project Summary

The Killick Centre: Context and Goals

In March, 2006, the **Faculty of Education at Memorial University** was awarded a research grant from the [Social Sciences and Humanities Council of Canada \(SSHRC\)](#), through the **Community-University Research Alliance (CURA)** Program. Under the project title *Building Communities in the New Learning Environment*, the research was operationalized with the creation of the **Killick Centre for E-Learning Research**, with a mission to foster innovative research, training, and generation of new knowledge in the area of e-learning in the field of education, particularly as it relates to rural, isolated areas. While the focus is K-12, the importance of transition years (from secondary to post-secondary education) is also recognized as an important part of the agenda.

The alliance includes 15 co-investigators (12 university researchers and 3 partner researchers), 10 community collaborators, and 12 community partner organizations representing all players of the Education system in the province of Newfoundland and Labrador. The partner organizations are:

- Distance Education and Learning Technologies, Memorial University
- Department of Education, Government of Newfoundland & Labrador
- The Centre for Distance Learning and Innovation
- Eastern School District
- Central School District
- Western School District
- Labrador School District
- Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador
- Newfoundland and Labrador Federation of School Councils
- Newfoundland & Labrador School Boards Association
- Newfoundland and Labrador Teachers' Association
- Virtual Teacher Centre
- The Leslie Harris Centre of Regional Policy and Development, Memorial University
- College of the North Atlantic
- Rural Secretariat, Government of Newfoundland & Labrador



To focus the main research mandate, the Killick Centre consulted with all stakeholders during the project development stage and identified three goals.

Goal 1: Capacity Building

Goal 2: Increasing the Amount of High Quality Research in E-Learning

Goal 3: More Effective Knowledge Exchange in E-Learning

Section II: Community-University Alliance

Killick Centre Objectives

Goal 1: Capacity Building

Capacity for high-quality research in e-learning will be built through the creation of a community-university alliance in which partners work together as equal members in a research consortium. The co-operation required has the power to leverage true systemic change and build capacity of all the partners.

- Objective 1a:* Build a sense of community and a culture of collaboration and sharing among the major partners and stakeholders.
- Objective 1b:* Support graduate and post-doctoral training, as well as community-based action research, that will add to the human resources available in the province for educational research in e-learning.
- Objective 1c:* Increase the number of professional researchers working on educational research in e-learning, in the province's academic institutions and educational system.
- Objective 1d:* Take a leadership role in attracting increased levels of funding from inside and outside the province for educational research in e-learning.
- Objective 1e:* Develop networks that link the province's educational researchers in e-learning amongst themselves; amongst researchers and the potential users of the research in the province; with other educational researchers and research centers in e-learning, nationally and internationally.

Goal 2: Increasing the Amount of High Quality Research in E-Learning

With tremendous support from all educational stakeholders for this project, the Killick Centre is in an excellent position to conduct ground-breaking research. MUN is committed to the training of new researchers, and in 2004, the Faculty of Education introduced a PhD program. CURA funding will provide means to attract students and develop strong leadership, leading to the sharing of resources and expertise throughout the community, and increased opportunities for researchers and graduate students.

- Objective 2a:* Develop an evolving consensus on priority research issues in e-learning.
- Objective 2b:* Channel research funding for high-quality research for research teams (including graduate students) working on priority issues.
- Objective 2c:* Foster collaboration between local researchers and those located elsewhere in Canada and internationally.

Goal 3: More Effective Knowledge Exchange in E-Learning

Systemic relationships will be created among the producers of new knowledge and the users of it, by developing an equal relationship which provides all stakeholders the opportunity to review and contribute to all aspects of the research, making the research relevant for community partners. Stakeholders will own the research and be in control of their own learning.

- Objective 3a:* Increase the ability of researchers to work with teachers, parents and educational decision-makers/policy makers in formulating research questions and undertaking research.
- Objective 3b:* Increase the ability of and opportunities for potential users of research across the education system and in community organizations involved in educational issues and e-learning to collaborate with researchers in formulating research questions, participating in research activities, and putting research findings into practice.
- Objective 3c:* Increase the access of teachers, parents, administrators, decision-makers and policymakers, and the general public to the findings of research on e-learning (done both here and elsewhere) and help them increase their use of research to guide decision-making.
- Objective 3d:* Provide up-to-date, readily accessible information for all stakeholders concerning all the CURA's activities and funding opportunities.

Impact of CURA Involvement on Community Partners

As part of a Killick Centre Self-Study a series of interviews were conducted from March to May 2008 with senior personnel from all community partners. In addressing potential impact all respondents agreed that the research questions originally posed have maintained relevance and indicated that the CURA research has great potential for informing policy and practice. Recognizing that the CURA research agenda was still in the early stages and that research findings are only now being released, one government Director noted:

The findings of all six research studies . . . will undoubtedly provide insightful information and all will capture data that would be useful for a variety of policy developments/re-developments. We are keenly interested to learn more about any recommendations or suggestions for further study that will evolve from the completion of the studies. Question #1 (Doe e-learning make a difference?), for example, will certainly elicit some information that will support/refute common opinions and currently available data pertaining to this issue. As the studies will be completed at some point in the future their true influence on policy development and practice remains to be seen.

As one would expect the relevance of any particular study would vary from partner to partner, dependent largely on the mandate of the organization. Therefore some of the feedback is focused on specific research projects. For example, the Coordinator of the Virtual Teacher Centre (VTC), referencing the **Classroom Study** commented:

Researching what works in e-learning pedagogically will be of most benefit to teachers. We need to be informed on things such as best practices in the use of technology, teacher attitude and readiness on the use of technology.

The VTC Coordinator further commented on three other studies and, in the true spirit of partner input into research design, suggested some further considerations for the **Leadership Study**:

*The **New Teacher Study** can have direct impact on the kind of work we do . . . because one of our mandates is innovation and exploring where these newer media can go as learning technologies. In this **New Teacher Study** we are looking at social networking opportunities and all these newer web-based technologies and exploring how we can provide sustained support . . . then I think that would be quite helpful. If you were to build a culture, a learning community in that respect, consciously, then once they graduate it would be much easier to sustain that community of practice.*

*The **Transition Study** has the potential to inform us about e-teachers . . . the preparation of e-teachers and the professional development needs that they have. Our e-teachers do not come out of an academic preparation program.*

*On the **Leadership Study** I keep looking for the e-learning piece – but see largely use of technology for administration – not leadership in support of student e-learning. I would like to see questions such as what are the leadership functions of e-learning in a system, what is it that leaders do to enable e-learning to occur? What kind of supports does the administration of a school or organization put in place so that teachers feel they have permission to do e-learning? How can the DOE use e-learning for piloting of new programs?*

The Director of the *Centre for Distance Learning and Innovation*, commenting on the **Effectiveness Study** noted that the “no-significant difference theory is particularly relevant to whether e-learning makes a difference in the post-secondary . . . you like to know that what you’re doing makes a difference”. For that organization the **New Teacher** and **Cybercell** studies have applications for cohort-based delivery models, applications for alumni groups, on transitional issues for students, and the impact on student retention of creating on-line learning communities. Describing how this community partner is working with Conne River aboriginals and using *Second Life* for storytelling in that culture, the interviewee went on to state:

*The **Aboriginal Study** is absolutely of interest to us. We have to be more proactive, particularly in Labrador, and I’m not convinced that the current model of delivery is the appropriate model for Innu and Inuit and Métis based organizations. In those cultures where the oral tradition is so important and so pronounced, a process that really values text and written word may not be valuable.*

Overall community decision-makers not only acknowledged potential for impact on policy and practice, but indicated a willingness and ability within their organizations to develop and adapt policy. As the Executive Director of the Teachers’ Association stated:

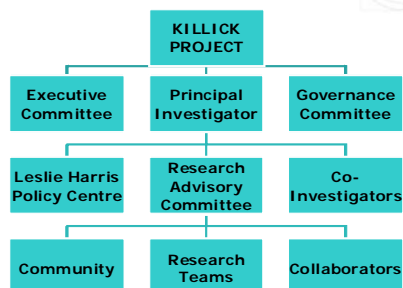
Association policy is fluid and I am confident that we will look to research to suggest changes in policy that may be necessary.

Adjudication Committee Issues

The only issue raised by the Adjudication Committee was the absence of funding for an external evaluation of the alliance. In response to this it was agreed that an internal Self-Study would be conducted as a formative evaluation. This Self-Study (Appendix 1) was completed in June 2008 and will be discussed more fully in *Section VI: CURA Performance and Evaluation*.

Governance Structures

Originally Proposed Governance Structure



In its original application the Killick Centre proposed a governance structure illustrated by the organizational chart to the left. To date, all components of the original infrastructure are in place except the Governance Committee. The team has been reluctant to move on this for several reasons. In the early project stages the Principal Investigator was advised by the Vice-President of Research to proceed with caution in involving busy, high-level executives in such an entity. It was felt that, quite often, such committees serve little practical purpose and have no meaningful role in the ongoing operations of an alliance. In subsequent discussions with leaders in partner organizations it was quite clear that none of them desired to serve on such a committee. Indeed, many of these individuals had shared experiences in other advisory

committees that had usually been unsuccessful. To replace the Governance Committee it was agreed that the Killick Centre's Annual General Meeting should be expanded beyond the usual business meeting to encompass facilitated sessions. Such sessions would provide opportunities to review and make decisions, provide input into research design, and to discuss implications for policy and practice.

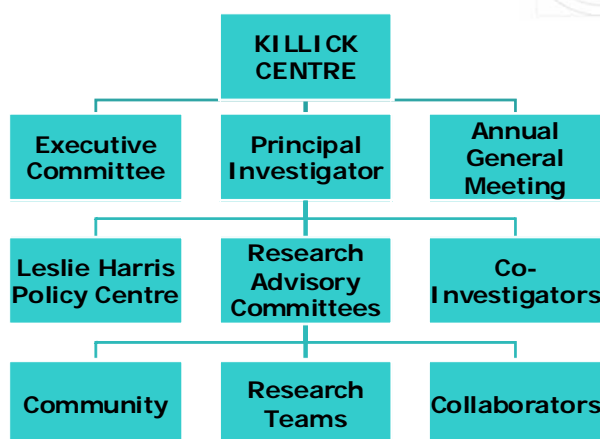
As well, the concept of a **Research Advisory Committee** has been modified. Given the diverse nature of the various projects it was clear that research that was relevant to one partner organization might be of little relevance to another. Therefore it was decided to involve partners in advisory capacities on a project-by-project basis. This has been achieved through a combination of meetings, focus groups, and the current establishment of a research advisory committee for each project. Indeed, discussions with key personnel within partner organizations have confirmed that they prefer the more fluid and dynamic nature of the revised model.

The **Executive Committee** functions as a day-to-day decision-making body of the project. This group meets frequently and reviews project status, designing and implementing appropriate programming to meet CURA goals and objectives. It also makes decisions on administrative procedures such as budgeting and budget requests, staffing requirements, space allocations, and project infrastructure. Members of the Committee are:

Dr. Jean Brown, Principal Investigator
 Dr. Bruce Sheppard, Co-investigator
 Dr. Dennis Sharpe, Co-investigator
 Mr. René Wicks, Project Coordinator

The **Leslie Harris Policy Centre** (which has as its mandate knowledge mobilization) provides advice on knowledge mobilization, particularly in liaising with the broader economic and political community.

Killick Centre Governance Structure

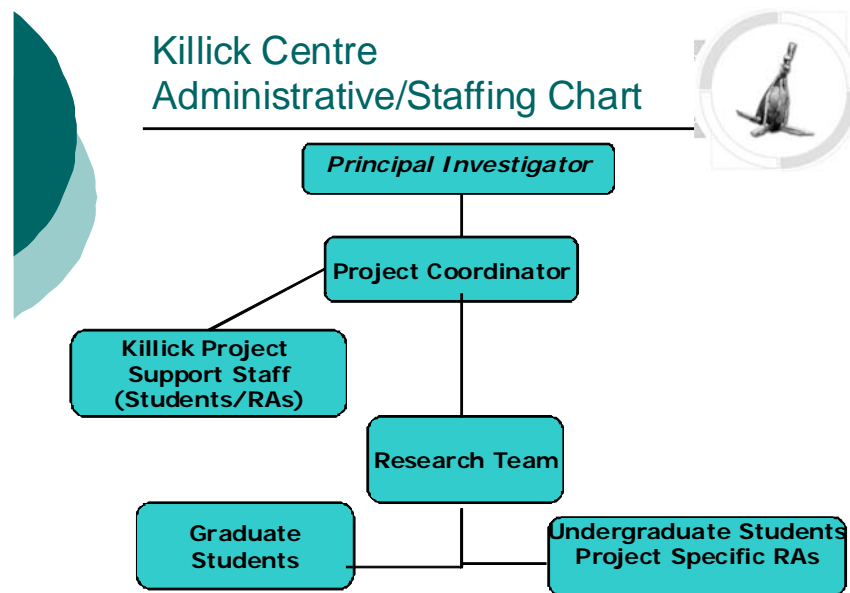


Administration and Staffing

The ongoing administration of the Killick Project is administered by the Principal Investigator, working closely with the Project Coordinator. The Project Coordinator acts as immediate supervisor for hired staff and students, and manages all administrative duties such as budget administration, financial approvals, facilities and equipment requirements, report writing, and knowledge mobilization.

Working closely with the PI and investigators are graduate and undergraduate students, as well as Research Assistants. A primary objective of the staffing structure is to maximize opportunities for students, to ensure skill and knowledge development in various aspects of the research process. A mentorship model is utilized within the Killick Project, encouraging Co-investigators, Research Assistants, and Doctoral students to exchange knowledge and provide training as appropriate. Beneficiaries of this dynamic are the Masters and Undergraduate students, who experience many opportunities to learn new skills and gain insights into research design, data collection and analysis, and knowledge mobilization.

The following chart represents the personnel infrastructure of the Killick Centre.



Integration of Team Members

In summarizing the evidence related to the nurturing and maintenance of effective partnerships within the Killick Centre's alliance there have been a number of key events which clearly reflect deliberate actions on the part of Alliance members to maintain effective partnerships through ongoing dialogue. Of these acts, five are particularly significant and worthy of elaboration.

Initial Consultation Meeting, July 2005

The Alliance Model requires that the partners collaborate at all stages of the research endeavor. In the previous section on Knowledge Mobilization it was stated that the projects funded all grew out of initial consultation meetings held in July 2005, in which partners and researchers were equals around the table. Partners and university researchers identified critical research topics and explored fundamental research questions. The following chart identifies those questions *that are presently being studied* and references the specific research projects that are currently addressing each question.

Research Questions from Partner Consultations	Killick Project(s)
1. Does e-learning make a difference?	Effectiveness Study (Bruce Sheppard and Tim Seifert) <ul style="list-style-type: none"> • Clinical trials • Analysis of achievement data
2. What are best practices in "learner-centered" e-learning in the high school classroom?	Classroom Study (Elizabeth Murphy) Effectiveness Laptop Study (Bruce Sheppard and Tim Seifert)
3. Can participation in an on-line learning community, using new and emerging technologies, impact on the practice of pre-service and beginning teachers?	New Teacher Study (David Dibbon) Cybercell Study (Ken Stevens)
4. What are effective interventions that can improve the e-learning experiences of aboriginal students?	Aboriginal Study (Dennis Sharpe and Dave Philpott)
5. What is the impact of prior learning experiences on success in post-secondary institutions?	Transition Study (Dennis Sharpe and Dale Kirby)
6. How can district leaders use new and emerging technologies to facilitate better connections with trustees, district personnel, schools, and teachers?	Leadership Study (Jean Brown, Bruce Sheppard, David Dibbon)

Killick Centre Annual General Meetings

This first annual general meeting was the first time a formal gathering of all alliance partners was convened to discuss research progress and to reflect on the partnerships. Held on May 22 2007, the morning sessions provided updates on the research projects while the afternoon was devoted to facilitated discussions among alliance members. A collation of the recorded responses from group discussions revealed a number of consensus feedback points. The following chart summarizes the feedback and subsequent activities to respond to this input.

2007 AGM Feedback	Subsequent Activities
<p>Partners need involvement from the beginning, including formulation of questions.</p> <p>Input on research questions creates ownership.</p> <p>Partners must be part of the research team</p>	<p>Research questions for the New Teacher Study are developed during a seminar involving all partner organizations – October 2007.</p> <p>Senior personnel from CDLI and DELT become consultants on developing research questions for the Effectiveness Study.</p> <p>Consultations are held with current and past senior administrators in order to design the Leadership Study.</p> <p>University researchers meet to develop strategies for strengthening partner involvement at all stages – January 2008.</p> <p>Partners co-present with university researchers at international conferences – Feb. 2007, May 2008, June 2008.</p>
<p>Core research teams should be put in place for each project.</p>	<p>University researchers endorse this concept at the January 2008 meeting.</p> <p>Core interagency teams operate for the Effectiveness Studies, New Teacher Study, and Classroom Study. The remaining five studies have consulted with partners and research teams will be established in the Fall of 2008.</p>

<p>Research results must contribute to informed, quantitative decisions in organizations.</p>	<p>This is an ongoing goal.</p> <p>Meetings with Department of Education decision-makers on March 12 2008 and April 22 2008 focus on how CURA research will impact on policy and practice.</p> <p>A questionnaire and interviews with lead personnel in each partner organization, conducted in April 2008, include the following question: "How do you think Killick Centre research can impact on your policy and practice in the future?"</p>
<p>A needs survey should be conducted to determine emerging questions.</p>	<p>A questionnaire and interviews with lead personnel in each partner organization, conducted in April 2008, asks if there are new questions that should be considered for research.</p>

The review of input and responses is evidence that the Killick Centre has been responsive to suggestions raised at the 2007 Annual General Meeting. The second AGM is scheduled for October 2008. In the interim ongoing meetings and discussions on the various research projects have continued with community partners.

7. University Researchers' Roundtable on Partnerships – March 2008

On January 15, 2008 a meeting was convened of all university researchers involved in the CURA. One purpose was to provide an opportunity for each faculty member to hear about the progress of the various projects. The main focus of the roundtable, however, was to reiterate the importance of meaningful partnerships in a CURA, discuss challenges and successes experienced in each project with respect to collaboration, and develop an action plan to ensure relevant and meaningful community-university alliances in each project. Detailed discussion notes were recorded by the Principal Investigator and one of the CURA Doctorate students.

The meeting began with an overview of the CURA mandate, with particular emphasis on the fundamental importance of the university working closely with community partners. During the Principal Investigator's presentation a number of quotes from 2007 AGM feedback were shared. Most of the feedback was positive, as illustrated by the following selected quotes:

I am most impressed with the broad scope of the research and the level of activity so far. I had no idea that so much had been accomplished to this point.

I have found that the ongoing discussion I have had with the lead researcher has been informative. It helped me consider new ways of doing things.

There were, however, two respondents who raised personal concerns about lack of consultation.

After reviewing feedback from the 2007 AGM a facilitated roundtable focused on the causes of these concerns. The following observations were raised:

- It was still early in the research agenda and that once data analysis takes place there would be practical interventions forthcoming. Normally it can take up to five years in the change process before true impacts permeate the system. At present the research is really in the early awareness stage with partners.
- Some partners may have unrealistic expectations of what should be accomplished at this early stage. They may not be aware that there is a process of ethical clearance before any research can begin. Also, the data gathering and analysis stage is a quiet one from the partners' point of view. Once findings are released there should be a much higher level of interagency activity.
- Different relationships exist with different partners, and some are more successful than others. In some cases this is because the Killick Centre needs to be more proactive. In one case, however, a major partner has failed to respond to invitations and requests for participation. In another case the early research findings were not what the partner expected to hear, so this dissonance has placed stress on the partnership.
- Changes in leadership personnel in some partner organizations have been a reality. When a leader who was involved in helping shape the CURA research agenda leaves, the replacement may have no ownership.
- All partners are busy, have many diverse roles to fulfill and the CURA is only one of them

Recognizing the realities while acknowledging the need for improvements, the university researchers developed an action plan, summarized below.

CURA Researchers' ACTION PLAN January 2008
Researchers in each project meet with partners to regroup, review goals and progress, explore potential benefits for partners, and identify new opportunities.
Establish a formalized Research Advisory Committee for each project, with representation from applicable partner organizations.
Prepare regular newsletters. <ul style="list-style-type: none"> • First to be a print version of the activity updates • Mid-term Report
Produce additional video resources <ul style="list-style-type: none"> • Killick overview • Interviews with researchers and partners
Document successes, activities, meetings, and communications such as important emails.
Develop process for ongoing updates on each project. <ul style="list-style-type: none"> • Contact each researcher and ask for report on new activities. Develop "Project Activity" section on the web site. Have a separate page for each project, listing updated activity and accomplishments.
Collect CURA research papers and link to them from the Killick Centre website. Summarize papers for non-academic audience.

The discussions and subsequent action plan represent a proactive act designed to review and strengthen partnerships. CURA partners continue to work in the spirit of collaboration and will review progress on an ongoing basis.

8. Meeting with Department of Education Personnel on March 12 2008

Occasionally, there are watershed events. For the Killick Centre the meeting arranged by the Principal Investigator with senior Ministry officials is one of them. In attendance from the university were all researchers involved with the Killick Centre, the Principal Investigator, the Project Coordinator, and a Doctorate student. Representing the Department of Education were the Assistant Deputy Minister of Education, the Director of Program Development, the Director of Testing and Evaluation, and the Director of the Centre for Distance Learning and Innovation. This was the first time the university had met with decision-makers from the Department of Education.

At this meeting CURA researchers provided updates of their research activities and presented their early findings. Through their comments it was obvious that Department of Education officials were genuinely impressed by the quality of the research and saw great potential in working more closely with the Killick Centre, and they confirmed that much of the research can help them in the work they do. A follow-up meeting was held on April 22 2008 and Department of Education senior officials will play a major role in the October 2008 Annual General Meeting.

9. Survey and Interviews with Community Partners

In April 2008 lead decision-makers in the partner organizations were asked to reflect on the continued relevance of the initial research questions and to assess the ongoing strength of the community-university alliance. The persons interviewed included Directors and senior staff with distance learning organizations, school districts, the Department of Education, and the Teachers' Association. The interview protocol was initiated by the Killick Centre's Principal Investigator as a means of assessing the community-university alliances. Provided with the chart which summarized research questions and related projects (see above), interviewees were asked:

1. Which of these research questions are relevant to you?
2. Are there other research questions which you would now add?
3. How do you think Killick Centre research can impact on your policy and practice in the future?
4. What has been your involvement with the Killick Centre to date?
5. On a scale of 1 to 5 (1 being the lowest) how would you rank your level of satisfaction with your involvement?
6. In addition to the involvement described in #4 above, are there other ways in which you would like to be involved? (If YES, please elaborate)

A full analysis and discussion of the interview data is contained in the **Killick Centre Self-Study** (Appendix A).

Section III: Research Training and Development



The Killick Centre has allocated \$335,200 for student salaries, benefits, and stipends. As much as possible these funds are designated for undergraduate and graduate students and include payment for worked hours, as well as the awarding of fellowships to Master's and Doctorate students. Given the relatively small number of full-time on-campus graduate students enrolled in the Faculty of Education it was acknowledged up front that some work might have to be given to non-student Research Assistants, although every effort would be made to employ students. In the early stages of year one there was a need to complete essential foundation work in data collection and entry before further research could continue. Due to the unavailability of students during this period two Research Assistants were hired for a three month period. Apart from this there has been focused effort on enhancing student capacity by hiring students.

Since the project began financial support has been given to one Master's student and three Doctorate students. The major source of financial support has been through

fellowships, and CURA funds have been awarded at \$12,000.00 per year for Master's level recipients and \$15,000.00 for Doctorate students. These amounts are supplemented by the university's School of Graduate Studies at 50% to bring the CURA fellowships to \$18,000.00 for Master's and \$22,500.00 for Doctorate. As of March 31 2008 \$72,000.00 has been provided from CURA funds for fellowships and, with university contributions, graduate students have received a total of \$108,000.00 in fellowships. In addition, these students have been hired by the Killick Centre as Research Assistants for the maximum allowable hours under university regulations for full-time students. The Killick Centre has also committed to financing these graduate students to attend one international conference per year and has assisted them in being accepted as conference presenters. During the spring of 2008 two Doctorate students presented at national and international conferences. In addition, the CURA fellows are mentored by the co-investigators and are included in all research events. In September 2008 the first Doctorate degree in Memorial's Faculty of Education was completed by a CURA Fellow (convocation to be in October 2008).

Along with fellowship recipients, other graduate and undergraduate students have been hired as research assistants. Their duties include literature reviews, data collection and analysis, transcription, and preparation of reports. They are also co-authoring academic papers with researchers. These students work closely with Faculty researchers and, through this experience, gain valuable research skills, as well as proficiency with research software such as SPSS and SAS. To date a total of 17 students have been employed directly through the SSHRC grant and, as of March 31 2008, these students had received a total of \$97,879.00 in wages. The following chart summarizes the financial support from CURA funds for student training and travel:

STUDENT CATEGORY	CURA Amount to March 31, 2008
Doctorate Fellowships	\$60,000.00
Master's Fellowship	\$12,000.00
Student Wages	\$97,879.00
Student Travel	\$ 5,073.28
TOTAL	\$174,952.28

As well, the Killick Centre has accessed other sources of funding under student employment programs, such as the Memorial University Undergraduate Career Experience Program (MUCEP) and the Canada Summer Jobs Program of Services Canada. To date seven placements have been obtained and students have worked with the Killick Centre in such activities as web design and maintenance, photography, transcription, and literature reviews.

Dollar amounts indicate a true commitment to student training, and interviews with students clearly demonstrate how this investment has yielded positive results.

I have been accepted into the Faculty of Education. Having seen some of the research method helped to develop my interest in education as an occupation. Having had exposure to projects under the Killick Centre I decided to become an educator.
Undergraduate Arts Student

I would like to emphasize the important role that this doctoral fellowship has played in my ability to pursue doctoral studies in educational administration, educational leadership and educational change. The decision to take leave from my principalship for the 2007-08 school year (a major leap of faith) was largely due to the financial support provided by the CURA fellowship.
Doctorate Student

It makes me feel like I'm part of a group of researchers. I'm included in AGMs, asked for my opinions, but also I have a group that I'm associated with, where I can go and volunteer and be a part of it, because we're all working towards a common goal. I feel like I'm part of a group and not just a separate grad student off in an office somewhere in the university. I have a paper being presented now. It took four weeks or more to write that, and again, having the time to focus on that and not having to worry about other things to make money made all the difference in the world. So the Fellowship gives you time and the ability to concentrate just on your work.

Doctorate Student

*When I learned of the purpose of the Community-University Research Alliance (CURA), I recognized that my research interest where similar to those articulated in the CURA Effectiveness Study: **Effectiveness of New Learning Technologies in Providing Education to Rural and Isolated Communities**. My successful application for CURA Fellowship funding to conduct research in this area has provided much more than just financial support for my work. It has also allowed me to work as a member of a research team and, in particular to be mentored by the Dr. Seifert, a principal investigator for the Effectiveness Study, who has agreed as well to be my thesis supervisor. Since I have been involved in the CURA study, I have learned how to design statistical models and how to test those models. Initially, I had some superficial understanding of descriptive statistics and bivariate analysis; however, I did not understand the mathematical theory, the assumptions, or the statistical designs best suited for particular analyses. Under Dr. Seifert's direction I have learned a great deal in respect to these matters, and currently I feel confident in my ability to articulate research questions and perform the necessary statistical tests for my current research interest.*



While being a member of the CURA Effectiveness Study, my interest in quantitative research has increased exponentially. I have found it rewarding to design complex models in order to explore variables and potential relationships that impact teaching and learning. As a result of my experiences as a fulltime graduate student and, in particular as result of my involvement in CURA, I have become keenly interested in continuing research in education and will most likely be seeking enrolment in a doctoral studies program in the near future.

Master's Student

Through their work with the Killick Centre, students have identified a list of skills which have been developed and enhanced through the experience: These include:

- critical reading of research literature
- engaging in academic discussion
- academic writing and editing
- developing presentation skills
- working in an online environment
- conducting interviews and focus groups
- engaging in data analysis
- gaining thorough understanding of various research paradigms

One of the key objectives of CURA is to "enhance students' education and employability by means of diverse opportunities to build their knowledge, expertise and work skills through hands-on research and related experience" (CURA). Clearly, the Killick Centre is having a significant impact on students, providing skills training, mentorship, opportunities to travel and present, and the financial freedom to pursue studies.

Section IV: Research and Knowledge Production

Enhancing Research Capacity

The Faculty of Education at Memorial University is the only institution in the province of Newfoundland and Labrador dedicated to teacher preparation and educational research. The awarding of a CURA grant represents the first time the Faculty has received such an award and is a significant event in its history. With twelve faculty members participating as lead researchers, almost 25% of the entire full-time faculty is involved. The Killick Centre's CURA Research is comprised of eight separate project units. Of the eight projects six are underway. Scheduled to begin in 2009 are *Curricula Shifts in a Digital Age (A Philosophical Inquiry)* and *Perceptions of Distance Education in Newfoundland and Labrador over a Ten Year Period (Historical Study)*. In addition to articles which have been and will be published in peer-reviewed and non-peer-reviewed journals Dr. Ken Stevens will edit a book on Community-University Research Alliances in E-Learning, incorporating chapters from university and community members of the CURA research team. The following tables provide activity reports on each of the projects, with the amount allocated to each project provided in **Section VII: Budget Justification**.

Effectiveness of New Learning Technologies in Providing Education to Rural and Isolated Communities (Effectiveness Study)

Lead Researchers: Dr. Bruce Sheppard and Dr. Tim Seifert. **Main Community Partners:** Memorial University (MUN), Department of Education (DOE), School Districts, College of the North Atlantic (CNA), Centre for Distance Learning and Innovation (CDLI).

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007	<ul style="list-style-type: none"> Surveys Interviews Systematic Observation Naturalistic Observation 	<ul style="list-style-type: none"> Research Design in consultation with partners Ethical Approval Data Collection Merging of Dept of Ed. And MUN databases 	Sept/06 Oct/06-Mar/07 Jan-Mar/07	Release of CURA Report titled <i>Distance Learning: Access and Outcomes</i> by Dr. Robert Crocker	Feb/07
2007-2008	<ul style="list-style-type: none"> Surveys Interviews Systematic Observation Naturalistic Observation 	<ul style="list-style-type: none"> Data Collection Transcription, data entry, data analysis Consultation with teachers and school board officials 	Apr/07-Mar/08 Oct/07	<ul style="list-style-type: none"> Presentation at Killick Centre AGM Report to Teachers 	May/07 June/07
2008-2009	<ul style="list-style-type: none"> Systematic Observation Naturalistic Observation 	<ul style="list-style-type: none"> Data Collection Transcription, data entry, data analysis 	Apr-May/08	<ul style="list-style-type: none"> Presentation at CASEA Presentations at EDEN – awarded Best Research Paper of the EDEN Conference, Lisbon Portugal First CURA Doctoral Dissertation 	May/08 June/08 Sept/08
2009-2010	<ul style="list-style-type: none"> Randomized Experiments Updating achievement database 	<ul style="list-style-type: none"> Consultation Data Collection, transcription, data entry data analysis Reports on findings written and published 	Apr/09-Mar/10 Ongoing	<ul style="list-style-type: none"> First CURA Master's Thesis Publications and conference presentations Updated achievement database 	May/09 Apr/09 – Mar/10 Mar/10
2010-2011	<ul style="list-style-type: none"> Randomized Experiments 	<ul style="list-style-type: none"> Reports on findings written and published Final Report 	Ongoing Apr/11	<ul style="list-style-type: none"> Publications and conference presentations Final Report 	Apr/10 – Mar/09 Mar/11

Innovative and Effective Practices in Online Learning (Classroom Study)

Lead Researcher: Dr. Elizabeth Murphy. Main Community Partners: CDLI, School Districts, MUN Faculty of Education.

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007		<ul style="list-style-type: none"> • Research design • Ethics Approval • Recruitment of RAs and Technical Support. • 2 days of video-taped interviews with lead e-teacher. • Transcription of interviews. 	Nov/06	<ul style="list-style-type: none"> • Creation of Blog site 	Nov/06
			Nov/06	<ul style="list-style-type: none"> • Short Video on Learner-Centered E-Teaching (LET) 	Dec/06
			Dec/06	<ul style="list-style-type: none"> • DVD on Knowledge Mobilization Released 	Jan/07
2007-2008	Interviews Collaborative inquiry	<ul style="list-style-type: none"> • Data analysis • Draft instruments for teacher self-evaluation • Video-taped interviews with 16 teachers from 6 schools 	Apr/07 Sept/07	<ul style="list-style-type: none"> • Conference Presentations and in NL, AB, China • Keynote Address in MB • Videos placed on YouTube and Killick Centre web site • Video requested by organizations on Canada and USA 	May-June/07
			Nov-Dec/07		July/07 Aug/07
2008-2009	Video-taped Interviews	<ul style="list-style-type: none"> • Data analysis 	Apr-May/08	<ul style="list-style-type: none"> • Newsletter • 2 DVDs on LET Released 	July/08 Aug/08
2009-2010		<ul style="list-style-type: none"> • Reports on Findings written and published 		<ul style="list-style-type: none"> • 4 more videos on LET • 1 Paper in peer-reviewed journal 	Apr/09-Mar/10
2010-2011	Design of Interventions based on findings.	<ul style="list-style-type: none"> • Define strategies, techniques behaviours that work. • Revised self-evaluation instruments posted 	Apr/10 – Mar/11	<ul style="list-style-type: none"> • Provincial Workshop • Team presentation to faculty • Team presentation at national conference • Papers in teacher and peer-reviewed journals 	Apr/10-Mar/11

OPLC and Teacher Preparation (New Teacher Study)

Lead Researchers: Dr. David Dibbon and Dr. Ken Stevens. Main Community Partners: Newfoundland and Labrador Teachers Association (NLTA), Virtual Teacher Centre, MUN Faculty of Education, School Districts.

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007		<ul style="list-style-type: none"> • Literature review • Multi-stakeholder workshop 	Ongoing	<ul style="list-style-type: none"> • 3 conference papers 	Nov 2007 April 2007 June 2007
			Fall 2007		
2007-2008	Discourse analysis	<ul style="list-style-type: none"> • Literature review • Facebook discussion forum (pilot project with volunteers) 	Ongoing April 2008	<ul style="list-style-type: none"> • 1 Conference paper • Research paper 	Mar 2008 May 2008
2008-2009	Sample selection	<ul style="list-style-type: none"> • Ethics clearance • Literature review continues • Online community development 	Fall 2008 Fall 2008 Fall 2008	<ul style="list-style-type: none"> • Approval 	Fall 2008
2009-2010	Phase 1 <ul style="list-style-type: none"> • Observations (student interns) • Discourse analysis • Participant interviews 	<ul style="list-style-type: none"> • Online community development 	Spring 2009	<ul style="list-style-type: none"> • Phase 1 report • Conference presentation • Academic paper 	June 2009
2010-2011	Phase 2 <ul style="list-style-type: none"> • Observations (student interns and new teachers) • Discourse analysis • Participant interviews • Comparative analysis 	<ul style="list-style-type: none"> • Online community development 	Spring 2010	<ul style="list-style-type: none"> • Phase 2 report • Conference presentations • Academic paper 	June 2010
				<ul style="list-style-type: none"> • Final report, presentations • dissemination, knowledge mobilization 	Fall 2010-Winter 2011

Collaborative Learning Circles and Cybercells (Cybercell Study)

Lead Researcher: Dr. Ken Stevens. Main Community Partner(s): School Districts, MUN

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007	Research design Ethics Approval	<ul style="list-style-type: none"> • Survey instruments developed • Interview protocols developed • Writing for publication 	August 2007	<ul style="list-style-type: none"> • Peer-reviewed publication • Chapters in books • Non-peer rev publication • Conference presentations • Talks to special interest groups • Media 	2006
2007-2008	Research design Ethics Approval Appointed Professional associates	<ul style="list-style-type: none"> • Survey instruments used for data collection • Interview protocols • Data analysis • Writing for publication 	August 2008	<ul style="list-style-type: none"> • Peer-reviewed publication • Chapters in books • Non-peer rev publication • Conference presentations • Talks to special interest gps 	2007
2008-2009	Ethics Approval Appointed additional Professional Associates	<ul style="list-style-type: none"> • Survey instruments refined • Interview protocols refined • Data analysis • Writing for publication 	August 2009	<ul style="list-style-type: none"> • Peer-reviewed publication • Chapters in books • Non-peer rev publications • Conference presentations • Talks to special interest gps • Media presentations 	2008
2009-2010		<ul style="list-style-type: none"> • Data analysis • Writing for publication • Draft of book 	August 2010	<ul style="list-style-type: none"> • Peer-reviewed publication • Chapters in books • Non-peer rev publications • Conference presentations • Talks to special interest gps 	2009
2010-2011		<ul style="list-style-type: none"> • Data analysis • Writing for publication • Completion of book 	August 2011	<ul style="list-style-type: none"> • Peer-reviewed publication • Chapters in books • Non-peer rev publications • Conference presentations • Talks to special interest gps 	2010-11

The Impact of CDLI Course Participation on Student Transition into Post-secondary Education and/or the Workforce (*Transition Study*)

Lead Researchers: Dr. Dale Kirby and Dr. Dennis Sharpe. Main Community Partners: CNA, CDLI, MUN.

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007		<ul style="list-style-type: none"> • Research design • Ethics Approval 	Sept/06-Mar/07	<ul style="list-style-type: none"> • Project description and researcher bios circulated 	Feb/07
2007-2008	Surveys	<ul style="list-style-type: none"> • Surveys of about 2000 high school students in rural Newfoundland and Labrador • Survey of first-year students at Memorial University 	Jan/07	Conference Presentations	
2008-2009	Interviews	<ul style="list-style-type: none"> • Data Analysis • Follow-up telephone interviews with high school graduates 	May-Aug/08 Spring/ 09	<ul style="list-style-type: none"> • Newsletters • Conference Presentations 	July/08 Sept/08
2009-2010	Survey	<ul style="list-style-type: none"> • A follow-up survey with students at Memorial University • Data analysis 	Apr/09-Mar/10	<ul style="list-style-type: none"> • Newsletters • Conference Presentations • Papers in Peer-reviewed journals 	Apr/09- Mar/10
2010-2011		Writing and dissemination	Apr/10-Mar/11	<ul style="list-style-type: none"> • Papers in peer-reviewed journals • Comprehensive Final Report 	Apr/10- Mar/11

Participation of High School Students in the Isolated Aboriginal Communities of Coastal Labrador in Web-delivered Learning (Aboriginal Study)

Lead Researchers: Dr. Dennis Sharpe and Dr. Dave Philpott; Main Community Partners: Labrador School District, Labrador Inuit Association, CDLI.

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007		<ul style="list-style-type: none"> • Hire RA • Literature review • CDLI school data collection 		<ul style="list-style-type: none"> • Draft report 	June 07
2007-2008	<ul style="list-style-type: none"> • Interviews, focus groups 	<ul style="list-style-type: none"> • Obtain written support from SD & Nunatsiavut Gov • Lit review continued • Ethics approval request • Dev. interview protocol • Data Collection coastal Labrador • Transcribe data 		<ul style="list-style-type: none"> • Research design • Lit review report • Presentation of project to Labrador SD administrators 	April 07/ March 08
2008-2009		<ul style="list-style-type: none"> • Write report • Disseminate report to partners & obtain feedback • Develop and agree on interventions with stakeholders • Seek resources for interventions • Implement and evaluate selected interventions • Prepare report 	Aug 08 / March 09	<ul style="list-style-type: none"> • Reports • Presentations • Academic articles 	Sept 08 / March 09
2009-2010		<ul style="list-style-type: none"> • Seek resources for additional interventions • Implement and evaluate selected interventions • Prepare report 		<ul style="list-style-type: none"> • Reports • Presentations • Academic articles 	April 09 /Sept 10



District Leadership for the New Learning Environment (Leadership Study)

Lead Researchers: Dr. Jean Brown, Dr. Bruce Sheppard, Dr. David Dibbon. Main Community Partners: School Districts, NLTA, Newfoundland and Labrador Federation of School Councils (NLFSC), Newfoundland and Labrador School Board Association (NLSBA).

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007	Interviews Research design (surveys & interview protocols)	Ethics Proposal	Fall 2007	Approved	Fall 2007
2007-2008		<ul style="list-style-type: none"> • Surveys of 3000 teachers/administrators; • Interviews with 28 senior policymakers/decision-makers 	June 2008	<ul style="list-style-type: none"> • 1804 teacher surveys completed, 137 administrative surveys, transcripts from 28 interviews 	June 2008
2008-2009	Classroom observations/teacher interviews	<ul style="list-style-type: none"> • Data analysis • Consultations with partners • Writing of two book chapters for publication • Presentations with School Districts & Schools • Classroom observations 	Nov 2008 Fall 2008 Nov 2008 Winter 2009	<ul style="list-style-type: none"> • District Report and School Reports • Doctoral thesis • Two book chapters 	Spring 2009 Fall 2009 Spring 2009
2009-2010	Interpretation of data	Analysis, interpretation of findings, writing, dissemination; presentations and consultation with partners; knowledge mobilization	Ongoing until end of project	<ul style="list-style-type: none"> • Publications, presentations, reports. • Book publication (District leadership) 	Ongoing until end of project Winter 2009
2010-2011		Analysis, interpretation of findings, writing, dissemination; presentations and consultation with partners; knowledge mobilization	Ongoing until end of project	<ul style="list-style-type: none"> • Doctoral thesis • Publications, presentations, reports. 	Winter 2011 Ongoing until end of project

Curricula Shifts in a Digital Age (A Philosophical Inquiry)

Lead Researchers: Dr. Barrie Barrell and Ms. Mary Cameron

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2008-2009	Surveys	<ul style="list-style-type: none"> • Critical & philosophical reviews of molecular nanotechnology, technological singularity, accelerated change theory, and globalization • Survey school-based disciplines 	Sept 2009	<ul style="list-style-type: none"> • Paper in peer review journal • Conference presentations 	Oct /09
2009-2010	Interviews	<ul style="list-style-type: none"> • Data Analysis • Interviews with subject teachers 	Oct/09	Report to Newfoundland and Labrador Literacy Focus Group	Spring/10

Perceptions of Distance Education in Newfoundland and Labrador over a Ten Year Period (Historical Study)

Lead Researcher: Dr. Trudi Johnson. Main Community Partner(s): CDLI

Fiscal Year (Jan. 1 – Mar. 31)	Research Methodologies	Research Activities	Completion Date	Deliverables	Date of Delivery
2006- 2007	Qualitative Research	<ul style="list-style-type: none"> Ethics approval Gathering of information on 1999 – 2000 surveys, interviews and comprehensive final report. 	Nov/06		
2007-2008	Qualitative Research	Hired student research assistant to synthesize comments on interviewees regarding attitudes towards distance education.	Aug/07		
2008-2009	Qualitative Research	<ul style="list-style-type: none"> Hired student research assistant to complete synthesis of information from 1999- 2000 report; Began design of survey and interview questions to be done in 2009 	Aug/08 Dec/08		
2009-2010	<ul style="list-style-type: none"> Surveys Interviews 	<ul style="list-style-type: none"> Preparation and delivery of surveys Conduct interviews of students, parents, administrators, counselors, teachers 	Aug/09	<ul style="list-style-type: none"> Articles for peer-reviewed journals Conference presentations Newsletters 	Aug/10
2010-2011	<ul style="list-style-type: none"> Surveys Interviews 	<ul style="list-style-type: none"> Continue surveys and interviews Analysis of results Writing and dissemination Comprehensive final report 	Apr/10 Aug/10 Mar/11	<ul style="list-style-type: none"> Final Report Conference presentations and peer-reviewed journals Presentations to community partners Faculty presentations 	Mar/11

Section V Dissemination of Research Results

Knowledge Mobilization

A major part of the CURA mandate is to “promote sharing of knowledge, resources and expertise between postsecondary institutions and organizations in the community”, and a major expectation for each CURA project is to include “a knowledge-mobilization component (workshops, seminars, colloquia, policy manuals and other publications, public lectures, etc.) that meets the needs of both academic and community partners” (CURA). Although the integrity and importance of academic writing is recognized it is expected that a plan be developed to ensure that research findings are also communicated in a manner which is relevant and meaningful for partners. The goal of knowledge mobilization, as stated in a Killick Centre article published in Memorial University’s Gazette, “is to increase community readership, enhance understanding, and decrease the intimidation and mental barriers that often exist when the average person sits to read the results of an academic research study” (Wicks, 2007). Communications, therefore, must go beyond publication in academic journals and delivering papers at academic conferences. It must include sharing of knowledge through a variety of media and providing opportunities for dialogue, where university and community partners can exchange ideas and generate new knowledge together. The Killick Centre’s Knowledge Mobilization strategy is high priority and numerous of examples of conference presentations and academic publications are indicated in the project summaries above. The following table lists key events where a wide range of media are employed to disseminate knowledge to the community partners. Examples of dissemination artifacts are contained in Appendix B.

Knowledge Mobilization Activity for Community Partners

Workshops, seminars, interagency meetings, and public events (selected events)

- July 2005 - CURA Consultation involving all university and community partners.
- December 2006 – Meeting with all school board Directors
- February 2007 – Official launch of the Killick Centre
- May 2007 – Annual General Meeting 2007
- October 2007 – Seminar involving all community partners to have the group define the details of a proposed project.
- March and April 2008 – CURA researchers met with senior decision-makers from the Department of Education
- September 2008 – Annual General Meeting 2008

Hiring of Public Relations Officer

- April 2007
- Ongoing Collaboration with Memorial University's Division of Marketing and Communications

Publications, Media Production and Media Coverage

- Non-academic articles in publications intended for a general audience.
 - *Evening Telegram* (Provincial daily newspaper)
 - *Memorial University Gazette*
 - *The Bulletin* (Newfoundland and Labrador Teachers' Association),
 - *Research Matters, Communicator, Luminas* and *Luminas Express*(MUN),
- November 2007 -- *CBC* television's *Living Newfoundland and Labrador* featured a Killick Centre's research project
-
- *YouTube* videos on *Learner-Centered E-Teaching* and on *Knowledge Mobilization*
 - 11,000 viewings
 - Also distributed on DVD
 - Showcased at the conference of the Canadian Institute for Distance Education Research (CIDER), and used for faculty training at The Centre for Teaching & Learning (NAIT, Metro Campus) in Edmonton, Alberta.
- Two major reports completed -- *Distance Learning: Access and Outcomes* by Dr. Robert Crocker and *The Evolution of E-Learning in Small Rural Schools in Newfoundland and Labrador* by Wilbert Boone.

Promotional Materials and Web Site

The Killick Centre web site is a multimedia site incorporating text, visuals and video components. Detailed information on CURA research, researchers, and partner organizations can be found at www.killickcentre.ca.

Interviews with community organization leaders revealed a high degree of satisfaction with the Killick Centre's communications mechanisms, as evidence in the following quotations:



"I can express complete satisfaction with the communication process".

"The web site certainly gives the background information on what the project is all about."

"I have visited the web site a few times to obtain detailed information about each of the projects. As projects begin to be implemented it might be useful to have updates posted. The updates would just give visitors a sense of the timelines involved in such research work and when findings will be

available. Individuals contacted by researchers may be interested to know when their input to a study is actually presented."

Based upon partner feedback the web site is currently being redesigned to provide, not only descriptive material, but timely updates on activity, higher visibility of news items, and opportunities for interaction through wikis and blogs.

Section VI CURA Performance and Evaluation

In the original application process it was acknowledged that there were insufficient funds for an extensive external evaluation. Instead it was suggested that the evaluation be an internal process, involving all partners, using surveys and networking infrastructures to obtain meaningful input.

As indicated in the **Milestone Report** the CURA Evaluation Plan includes ongoing procedures to obtain constant feedback on all aspects of operations, including governance, relevance of research, and knowledge mobilization practices. Throughout this report many examples have been cited to demonstrate that the Killick Centre has maintained a planned series of meetings, focus groups, and strategic planning sessions to ensure that partner organizations have opportunities for feedback. It has also been demonstrated that the research team has been responsive to partner input, resulting in modifications to governance structure, refinement of research, and improvements to our knowledge mobilization plan.

Conscious of the need to more formally qualify and quantify project performance an extensive internal **Self Study** (Appendix A) was conducted during the Spring of 2008 by the Project Coordinator. Acting as a "critical friend" and attempting to be as objective as possible, the Coordinator used a research methodology rooted in organizational learning theory. Recognizing the richness of witnessed acts as a source of data, and in the spirit of collaboration, much of the data for this self-study was drawn from a large number of key inter-organizational events. These events included whole-group and team meetings, symposia, small group discussions, facilitated workshops, and formal presentations. Through these dialogues members of the Killick Centre Alliance are able to review activities, analyze the effectiveness of actions already taken, and search for new acts which could enhance the effectiveness of the Community-University Alliance. During all these events, detailed records of discussion were kept. Data recording methods included use of video and sound recordings, written group reports in facilitated sessions, and detailed discussion notes kept by a Doctoral student and the Principal Investigator. In addition a questionnaire was developed and circulated to all external partners, to receive their input on the relevance and continuity of their partnerships with university researchers. Some partners responded in writing while others were interviewed by the Coordinator. As well interviews were conducted with Masters' and Doctorate students who were involved with the Killick Centre.

The **Self Study** identified many successes, but also revealed challenges inherent in community-university alliances. Indeed a review of the literature found some common challenge areas shared by such alliances worldwide, and particularly revealed issues identified by SSHRC in its 2004 National Evaluation of the CURA program. The conclusions of the **Self Study** highlight successes in enhanced research capacity throughout the CURA community. It recognized the high quality of the research, as confirmed by Ministry of Education officials and as evidenced by presentations at conferences worldwide. Of particular note was the honouring of two CURA researchers by the European Distance and E-Learning Network (EDEN), who awarded them the annual Best Research Paper Award at its June 2008 conference in Lisbon, Portugal. Also highlighted were rich programs in student training and knowledge mobilization. The greatest challenges appeared to be in maintaining momentum for some alliances, especially when faced with issues such as personnel changes and busy workloads. The recommendations of the **Self-Study** focused on the need for more formalized procedures in governance practices and these will be discussed at the 2008 Annual General meeting.

Section VII: Budget Justification

Budget allocations for each of the project units were based upon such factors as breadth and scope of the research, number of researchers and research assistants involved, time frame of the research agenda, and requirements for travel and use of equipment for data collection and analysis. Working closely with the Financial and Administration Office of the Faculty of Education and Memorial's Office of Research, a separate sub-account was established for each project unit. In addition there is an allocation retained in the main grant account for such expenses as the Project Coordinator's salary, Principal Investigator activity, and general expenses related to knowledge mobilization.

Memorial University's Faculty of Education and School of Graduate Studies have provided cash contributions to supplement Release Time Stipends for Faculty and Fellowships for Master's and Doctorate students. As well, Memorial's Career Development and Experiential Learning Centre has provided salary supplements to undergraduate students under the Canada Student Job and MUCEP programs. In March 2007 the Killick Centre was successful in obtaining a grant from the Services Canada Job Creation Program to hire a Public Relations Officer for a one -year period. Upon conclusion of that program a second grant was obtained allowing the PR Officer's salary to be shared by the Faculty of Education, Memorial's Division of Marketing and Communications, and Services Canada for the period April 1 2008 to March 31 2009. The following chart summarizes cash contributions which will total approximately \$235,000.00 as of March 31, 2009.

Cash Contributions from Other Sources (March 31, 2006 – March 31, 2009)

Source	Career Development and Experiential Learning Centre	Faculty of Education, Memorial University	Office of VP Research, Memorial University	School of Graduate Studies, Memorial University	Marketing and Communications, Memorial University	Services Canada	TOTALS
Year 1	\$2310.00	\$10,000.00	\$25,000.00	\$13,500.00			\$50,810.00
Year 2	\$5310.00	\$15,000.00	\$25,000.00	\$21,000.00		\$26,071.00	\$92,381.00
Year 3	\$1320.00	\$22,111.42	\$25,000.00	\$15,000.00	\$7,111.42	\$21,334.25	\$91,877.09
TOTAL	\$6940.00	\$47,111.42	\$75,000.00	\$49,500.00	\$7,111.42	\$47,405.25	\$235,068.09

Community partners have kept commitments to provide in-kind support to the CURA research. All organizations have covered the costs of senior personnel and support staff to attend Killick Centre functions and meetings. Such expenses include salaries and, in many cases, travel from other parts of the province. The Newfoundland and Labrador Teachers' Association (NLTA) covered all expenses for its Executive Director to co-present with the Principal Investigator at the annual conference of the European Distance and E-Learning Network in Lisbon, Portugal. The NLTA has also provided considerable support in the design and printing of all promotional materials, as well as duplication of thousands of surveys and questionnaires for researchers. School boards throughout the province have provided services in the distribution and mailing of surveys, provision of meeting spaces, and communications access. As well teachers and administrators in school districts throughout the province have given of their time to meet with researchers, providing input into research design and participating in data collection. The Virtual Teacher Centre assisted in the creation of the Killick Centre Web site and has hosted and maintained the site on its server. The Department of Education's Centre for Distance Learning and Innovation (CDLI) and Memorial University's Distance Education and Learning Technologies (DELT) have provided access to their e-learning infrastructures and data, as well as the consultative services of their senior officials, invaluable and foundational to all project units in the CURA. Finally, the Faculty of Education has provided office space and furniture and covered all expenses related to ongoing operation and maintenance of these facilities. The Faculty's internal infrastructure is also available to the Killick Centre, allowing access to such services as support personnel, meeting facilities, communications, technology support, and financial services.

The following charts provide an overview of the Killick Centre's budget allocations to the end of the granting period, as well as a financial statement of expenditures from March 2006 through March 2008.

**Killick Centre for E-Learning Research
BUDGET (March 2006 – March 2011)**

	Administration	Effectiveness	Classroom	Transition	Aboriginal	Leadership	Historical	Cybercell	New Teacher	School Culture	TOTALS
Total Allocation (includes VP Research grant of \$25,000 per year)	\$528,985	\$169,805	\$59,350	\$91,350	\$76,660	\$86,150	\$10,000	\$48,700	\$40,000	\$14,000	\$1,125,000
Student Training/Salaries	\$242,055	\$99,900	\$25,850	\$41,300	\$29,860	\$31,300	\$2,500	\$25,100	\$40,000		\$537,865
Travel (Data Collection/Dissemination)	\$10,000	\$26,250	\$13,500	\$26,000	\$33,950	\$29,000		\$12,600		\$7,000	\$158,300
Professional/Technical Services		\$3,150	\$10,000	\$10,750	\$1,750	\$8,750		\$4,000			\$38,400
Supplies		\$2,205	\$2,000	\$1,850	\$1,850	\$1,850		\$1,000		\$1,000	\$11,755
Research Time Stipends	\$20,000	\$10,000	\$5,000	\$7,500	\$7,500	\$12,500	\$2,500	\$5,000		\$5,000	\$75,000
Other Expenses	\$101,530	\$28,300	\$3,000	\$3,950	\$1,750	\$2,750	\$5,000	\$1,000		\$1,000	\$148,280
Non-disposable equipment	\$18,400										\$18,400
Secondary Data Analysis	\$25,000										\$25,000
Fellowships	\$112,000										\$112,000
TOTALS	\$528,985	\$169,805	\$59,350	\$91,350	\$76,660	\$86,150	\$10,000	\$48,700	\$40,000	\$14,000	\$1,125,000

**Killick Centre for E-Learning Research
FINANCIAL STATEMENT (March 2006 – March 2008)**

	Administration	Effectiveness	Classroom	Transition	Aboriginal	Leadership	Historical	Cybercell	New Teacher	School Culture	TOTALS
Opening Balance	\$528,985.00	\$169,805.00	\$59,350.00	\$91,350.00	\$76,660.00	\$86,150.00	\$10,000.00	\$48,700.00	\$40,000.00	\$14,000.00	\$1,125,000.00
Student Training/Salaries	96,746.95	32,238.79	8,289.50	11,257.92	14,600.72	5,380.34	0.00	0.00	0.00	0.00	168,514.22
Travel (Data Collection/Dissemination)	4,191.70	1,215.62	1,553.59	801.24	5,670.69	2,345.12	0.00	4,562.28	0.00	449.24	20,789.48
Professional/Technical Services		0.00	2,868.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,868.46
Supplies		459.90	51.46	425.98	0.00	0.00	0.00	0.00	0.00	1,000.00	1,937.34
Research Time Stipends	10,000.00	7,500.00	0.00	2,500.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00
Other Expenses	7,619.16	456.11	2,163.91	1,541.95	295.08	55.61	0.00	172.05	0.00	1,000.00	13,303.87
Non-disposable equipment	14,364.90										14,364.90
Secondary Data Analysis	16,497.00										16,497.00
Fellowships	68,251.05										68,251.05
Total Expenses	\$217,670.76	\$41,870.42	\$14,926.92	\$16,527.09	\$20,566.49	\$7,781.07	\$0.00	\$4,734.33	\$0.00	\$2,449.24	\$326,526.32
Funds Remaining	\$311,314.24	\$127,934.58	\$44,423.08	\$74,822.91	\$56,093.51	\$78,368.93	\$10,000.00	\$43,965.67	\$40,000.00	\$11,550.76	\$798,473.68