

## ABSTRACT

Distance education in the form of online learning is an educational delivery method that is growing in secondary school programs. Prior to its introduction in secondary school systems, online learning was a method more often found in post-secondary educational systems. Over the past decade, little research has been conducted with secondary online programs. The research that is available has focused on student achievement.

The purpose of this study was to qualitatively explore, through a case approach, factors that influence secondary educators' development and delivery of online learning courses. Specifically sought were faculty perspectives on their experience delivering online instruction from the initial training experience through course development and implementation. The primary data collection method was a semi-structured interview. As the purpose of this study was to gain a broad understanding of multiple participants' experiences, providing an open-ended format brought a wide-angle lens to the research process.

The participants in this study were involved in a district sponsored program designed to provide training to secondary faculty in the development and delivery of online learning courses. Some participants completed the program by developing and delivering a course. Other participants started but did not fully develop a course. A total of 21 individuals participated in the study.

Findings were reported under each of the seven research questions that were part of the overarching question of what factors influence faculty participation in the development and delivery of secondary online programs. Specific findings included barriers and incentives to participation, effects of online instruction on students, and effects of course development and delivery on faculty participants.

## TABLE OF CONTENTS

Chapter 1: Perceived Barriers and Incentives to Faculty Participation in the Development and Delivery of Secondary Online Learning Programs	1
Statement of the Problem	1
Context of the Study	1
Historical Influences	2
Distance Education Learning Systems Model	4
Purpose of the Study	6
Major Research Questions	7
Conceptual Framework	7
Use of the DEL model	9
Incorporation of Fullan's Educational Change Phases	9
Delimitations and Limitations of the Study	10
Chapter 2: Related Literature	11
State of the Present Literature	11
Historical Overview of Distance Education	13
Correspondence Education	13
Introduction of New Technologies	13
Defining Elements of Distance Education	14
Current Definitions	14
Introduction of Computers into Distance Education	15
Present Research about Online Learning	16
Comparison Studies	16
Teacher Experiences	16
Student Experiences	16
Distance Education as Online Learning in Secondary Schools	17
Distance Education Administration	20
Distance Education Delivery Model	23
Faculty Participation in Distance Education Programs	25
Barriers to Participation	26
Incentives for Participation	28
Technology Standards	30
Educational Change	32
LoTi Framework	33
Professional Development	34
National Staff Development Standards	36
Conclusions	37
Chapter 3: Research Design	38
Context Description	38

Research Design	39
Sample	41
Participant contact procedure	41
Instrumentation	42
Initial Protocol Construction	42
Expert Review and Pilot Interviews	43
Revised Protocol	44
Data Collection	45
Data Analysis	45
 Chapter 4: Results	 47
Participant Description	47
Research Questions	48
Research Question #1	49
Research Question #2	57
Research Question #3	66
Research Question #4	82
Research Question #5	87
Research Question #6	91
Research Question #7	94
Participant Reflections	101
 Chapter 5: Discussions and Conclusions	 105
Findings	106
Research Question #1	106
Research Question #2	109
Research Question #3	112
Research Question #4	115
Research Question #5	116
Research Question #6	117
Research Question #7	118
Participant Reflections	120
Summary of Findings	121
Implications for Practice	124
Recommendations for Further Research	126
Conclusion	127
 REFERENCES	 129
 APPENDICES	 
Appendix A: Interview Structure	139
Appendix B: Interview Protocol for Teachers Remaining in the Online Program	142
Appendix C: Interview Protocol for Teachers Exiting the Online Program	148

Appendix D: Participant Contact Letter	153
Appendix E: Return Postcard from Participants	155
Appendix F: Participant Informed consent Form	157
Appendix G: Loti and Framework	160
Appendix H: ISTE Technology Facilitator Standards	164
Appendix I: Participant Response Totals by Coding Node	167

## LIST OF TABLES

Table 1:	Chronological Chart of Online Learning Initiatives and Fullan's Change Phases	9
Table 2:	ISTE National Educational Technology Standards for Administrators	31
Table 3:	National Staff Development Council's Standards for Staff Development	36
Table 4:	Demographic Data of Study Participants	49
Table 5:	LoTi and CBAM Framework	161
Table 6:	ISTE National Educational Technology Standards for Administrators	165
Table 7:	Participant Response Totals by Coding Node	168

## LIST OF FIGURES

Figure 1:	DEL Model	4
-----------	-----------	---