

Role of Participant Perception on Training Delivery Mode in Professional Setting

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Submitted to the Faculty of Extension
University of Alberta

in partial fulfillment of the requirements for the degree of
Master of Arts in Communication and Technology

March, 2018

Abstract

Considerable research has been conducted on the effects of various learning delivery modes in an academic environment. However, the number of studies that look into learning delivery modes effects in professional environment are scarce. In the context of a large professional public-sector organization, this research attempts to identify roles played by prospective participants' perceptions on different learning delivery modes into their decisions on participating in organized training programs. The study focuses on Face-to-Face, Online, and Blended modes of learning to conduct research. It utilizes an online survey to collect and analyze data from past participants of administered training sessions by the organization. By incorporating a combination of qualitative as well as quantitative questions in the survey, the study collects data on participant satisfaction, familiarity, and overall perceptions on various learning delivery modes. The findings from the study identify that participants value social interaction and networking opportunities offered at a training session. It also identifies that even though participants may have their personal preferences towards various learning delivery modes, they are mostly open to the idea of learning in a different mode, provided a conducive learning environment is created.

Keywords: learning, training, delivery, mode, face-to-face, online, e-learning, blended, professional, public, organization, participant, perception, exposure, experience, familiarity, motivation, participation, social, interaction, networking, interruption, conducive

Acknowledgements

- My wife, Afsana, for being extremely understanding and taking the extra load in taking care of our toddler son while I spent the time researching and working on my capstone project. As well my two kids Zaydan and Kate for understanding that daddy was busy studying and did not have a lot of time to play or go for a walk.
- Dr. Stanley Varnhagen. My capstone supervisor. Without the continued guidance, support, and feedback received from Stanley, the project most certainly would have been difficult to accomplish.
- Dr. Gordon Gow, the Director for the MACT program, and my academic advisor. Dr. Gow has been instrumental in providing continual support all through the MACT program that helped to keep me on track with the program.
- Eileen and Susan, for always being there, being avid listeners to all my program and project related inquiries, and addressing any question I had throughout the duration of my studies.
- Scott and Richard, my cohort members and peers, from whom I learnt a lot, about the program and project as well as outside of it. Thank you for being there for me and offering me support and encouragement throughout the program.
- Daimen Tan, Director of School Finance at Alberta Education. Daimen has been supportive of me pursuing the MACT program and assisted me throughout. It goes without saying that without Daimen's support and understanding, I would not have been able to get there.
- William Poon, Senior Manager of School Finance at Alberta Education. William also has been continually on top of my program and offered support and feedback as needed.
- I would also like to acknowledge many colleagues at work for their assistance with any inquiries and information needs that I had in support of the project. Also, the survey support team at Alberta Education for their assistance with the creation, collection, and analysis of data.
- Last but not least, I would like to acknowledge the survey participants who took the time to complete the survey within their busy schedules.

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Chapter 1: Introduction

The Master of Arts in Communications and Technology (MACT) program at University of Alberta has exposed me to the online learning environment in conjunction with that of the in-class component for conducting learning sessions. Thanks to this exposure, I became interested in finding out how different delivery methods influenced learning in different settings. I believe significant changes have occurred in the learning environment as it relates to the way learning is delivered. There are new options to enrol and complete learning sessions by a learner. Consequently, there is less of a need for a learner to be present in-person in a brick-and-mortar location to complete learning. The MACT program consists of two years of intensive Spring Institute and additional online components. The Spring Institute is the in-class component of the program that is held for three weeks in the month of May. In total, students need to complete ten courses and a capstone research project. I found the MACT model of the mixture of in-class learning with that of an online component to be an effective and efficient form of learning for me. With this project, I plan to explore how different modes of learning might work in a professional training environment.

Background

Alberta Education is the provincial ministry which is responsible for education of students between grades Early Childhood (EC) and 12 in the Province of Alberta. The Ministry has multiple divisions, each of which has specific responsibilities in fulfilling Alberta Education's goal of supporting the EC-12 education system in Alberta. The Strategic Services and Governance (SSG) division is one of the divisions within the Ministry that provides leadership and corporate support focused on policy, corporate and operational planning and

reporting, as well as managing contracts, risks, and records. The division consists of multiple sectors, the Strategic Financial Services (SFS) Sector, the sector where I am currently employed, being one of them. As a Senior Business Information Analyst at SFS Sector, I am a member of a dynamic team managing all grants and disbursement of funds to all school authorities across the Province of Alberta. My role requires me to continually interact with both external and internal stakeholders to obtain and share grant and funds specific information. Perhaps a new external stakeholder, a school authority administrator, is not familiar enough with the funding processes and she/he might reach out to me for clarifications. Or it may be that an internal stakeholder, a Ministry employee, is having difficulty generating a report through one of the funding systems she/he has access to and may reach out to me for further assistance.

On its part, the SFS Sector delivers broad and varied services and support to the education sector through its four branches: Budget and Fiscal Analysis (BFA), School Finance (SF), Financial Reporting and Accountability (FRA), and Business Operations and Stakeholder Support (BOSS). This sector leads in the strategic analysis of fiscal and financial initiatives and issues. It provides budget and fiscal planning strategies, funding policies and procedures, calculation and management of various grants, risk identification and management, and financial audits. It reviews and manages business and financial issues, and student transportation services. In addition, the sector is responsible for providing corporate services to the Ministry in the areas of strategic direction and financial planning, financial reporting, and processing and administrative services.

As a critical part of its many responsibilities, the SFS Sector provides funding and other financial services to the school authorities and schools across the Province of Alberta. The sector has been planning to support the increased enrolment in Alberta as increased enrolment

increases the pressure for additional funding and accountability. Timely dissemination of funding and funding-related information to school authorities is pivotal for the authorities to function efficiently and offer highest quality education to all students in Alberta. By ensuring timely and accurate disbursement of funds and corresponding information to Alberta's public school authorities, private schools, and private Early Childhood Services (ECS) operators, Alberta Education and the SFS Sector can continue to assist in the creation of a healthy learning environment for all Albertan students.

Likewise, in order to receive timely and accurate funding, the school authorities are also expected to submit critical funding-related information through SFS Sector to Alberta Education in a timely and judicious manner. As a natural consequence to the increased student population, there has been an increase in new school authority and school administrative duties that require administrative personnel to continually interact with Alberta Education and more specifically, the SFS Sector to share and obtain information. In order for the school authorities to share and receive time-sensitive business and financial information efficiently with the sector, the school authority personnel need to be adequately trained on relevant policies and procedures pertaining to the sector.

Due to its diverse tasks, the SFS Sector has to serve the business and financial information needs of its many stakeholders, including its principal stakeholders: the school authorities and schools. In order for the stakeholders to have a solid understanding of the business, financial, and application functionalities of the sector, training sessions are organized and conducted by each branch of the sector. Correspondingly, each branch aligns its training to that of its key functionalities. The Budget and Fiscal Analysis (BFA) branch focuses its training on the Ministry budget and its effects on individual school authority budgetary projections. The

School Finance (SF) branch conducts its training on funding framework, funding manual, grant calculations, and funding processes. The Financial Reporting and Analysis (FRA) branch provides training on financial reporting and financial audit related processes. Finally, the Business Operations and Stakeholder Support (BOSS) branch offers training on processes related to student enrolment verification, student transportation, and school authority and school operations. Often, joint information sessions between branches are conducted for stakeholder attendees to give them an overall understanding of different aspects of the SFS Sector functionalities for which it is responsible. There are also branch specific workshops and information sessions catering to unique information needs of respective stakeholders. As an example, the School Finance (SF) branch has specific funding related applications that it is responsible for and it conducts training sessions for stakeholder attendees for those applications.

Currently, training sessions administered by the SFS Sector are primarily daylong face-to-face in-class sessions that are carefully coordinated and scheduled throughout the year with the intent to accommodate all possible attendees across the province. The stakeholder participants are expected to attend multiple training sessions throughout the year. The sector typically incurs expenses associated with renting training facilities and arranging for appropriate learning environment. It is also responsible for instructor travel related expenses. On the other hand, the school authority participants are responsible for their own travel related costs for attending a training session.

However, what has been observed through these sessions is the need to identify a delivery method that can potentially overcome training related financial constraints to both the SFS Sector and the stakeholder participants while at the same time, offer timely and educationally effective training to the decentralized stakeholders. It is also important for the

sector to understand the role distance, space, and availability play in attracting prospective participants into its face-to-face, in-class training sessions. As the SFS Sector administered training sessions are primarily held in large metropolitan cities such as Edmonton and Calgary, various remote and rural school authority attendees are often unable to attend due to their distances from the training centers resulting in long commutes and lack of appropriate transportation arrangements. Besides, travel and additional time required to travel to attend sessions at training centers also effects participant's costs. Similarly, there are limited number of sessions allowing for limited number of attendees denying access to many other potential participants. Often, the demand for training exceeds the capacity of organized workshops. In addition, the timing for the training sessions are never ideal for all prospective participant stakeholders to attend. Many prospective participants are unable to attend due to conflicting schedules or other priority tasks at work requiring their attention. With the increase in school authority and school staff, the challenges have only exacerbated. Besides, the costs associated with administering training sessions being too high, many in the target audience are not attending required training sessions for them to perform their job functions effectively. Due to the highlighted shortfalls, face-to-face in-class training sessions and their viabilities in the context of the SFS Sector administered training are being reassessed. The Sector is interested in finding out if a feasible alternate to the current mode of learning exists that may assist with overcoming some of the challenges it has faced over the years in administering its training sessions.

Purpose of the Study

With this study, I am interested in understanding perceptions around different delivery methods as they relate to learning in a professional setting. However, in order to accomplish that, it will be necessary to gain a broader understanding of factors influencing the perception

and participation of prospective attendees into an organized learning session. A few of the questions related to delivery methods are: Does a delivery method influence the overall perception and willingness to participate at a learning session by attendees? What other factors might affect participation at learning sessions and contribute to the success or failure of a session reaching the desired audience? Challenges observed and questions raised in relation to different learning delivery modes are of interest for my research. Alberta Education's SFS Sector administered training environment will be utilized to research on the highlighted questions.

My studies in the MACT program have convinced me that quality learning is possible via different delivery methods and is not just limited to the traditional in-class mode of learning. The program is structured to begin with the in-class component where learners gather to complete learning in a brick-and-mortar location. The in-class learning is then followed by the online component of the program where learners continue with their learning from their own locations. I particularly found the programs sequence of learning to be quite effective for me. The in-class component helped foster a personal relationship with the instructors as well as with other learners of the cohort. This initial introduction assisted me with carrying out quality conversations pertaining to learning in the future online components with ease. Thanks to my exposure to various modes of learning by the MACT program, I came to the understanding that effective learning may be possible by a variety of delivery modes. With this research, I wish to explore whether different learning delivery modes create opportunities for economically sustainable and prudent forms of learning, for both learners and organizers, particularly in a public-sector organizational setting.

Chapter 2: Literature Review

The focus of the literature review is to examine existing research on the effectiveness of face-to-face, online, and blended delivery modes of learning in professional settings. The review examines how different delivery modes affect learning session participation by prospective attendees. It also explores other experiential factors at a prospective attendee's workplace that may sway his/her participation at an organized learning session.

Efficacy of Various Configurations of Learning

The traditional face-to-face learning has experienced a shift towards other modes of learning in recent times (Powell et al., 2015). Organizations are increasingly challenged to change their learning environments in order to better serve their employees and stakeholders (Batalla-Busquets & Pacheco-Bernal, 2013). Besides, changes in technology in the field of learning has created an opportunity for organizations to administer learning in ways that could potentially allow for ease of use, flexibility in schedule, and efficiency with cost (Callan, Johnston, & Poulsen, 2015). Among other factors, the potential opportunities offered by changes in communication and technology fields may prompt organizations to rethink their learning strategies and structures to meet the changing demands of stakeholders. The most common alternatives to face-to-face learning are online and blended learning. Unlike the face-to-face mode of learning where the participant needs to be physically present at a common location, with online learning, learning occurs over the web with the utilization of various electronic technologies. With blended learning, it combines the traditional face-to-face learning with that of the online learning to administer training. However, as will be discussed, all three modes of

learning have their own strengths and weaknesses (“Exploring the Pros”, 2013). A brief discussion on each of the three modes of learning follows.

Face-to-Face Learning

Traditional face-to-face (F2F) learning has long been the standard bearer for organizational learning. F2F learning is generally defined as an in-class learning session that requires physical presence at a designated learning centre on set schedule. “Traditional face-to-face classes are typically bound both in the classroom space and scheduled time, placing constraints on the types of interactions students and faculty can have and how learning develops” (Warner, 2016, p.433). Alberta Education Strategic Financial Services (SFS) Sector currently administers face-to-face training sessions where the prospective participants are expected to attend the sessions in predetermined locations and time. The sessions are primarily held once a year in large metropolitan cities such as Edmonton and Calgary.

In discussing the benefits and drawbacks of F2F learning, Banna (2014) states, “One of the key elements of the learning process is the dynamic relationship shared between a student and fellow students, and a student and the teacher and face-to-face learning fosters these relationships” (Benefits of Face-to-Face Training section, para. 1). Group cohesion is a potential learning feature of an F2F learning environment. F2F learning may allow for social interaction and socio-emotional signal transmission in ways that other delivery modes may not be able to easily replicate (Kreijns, Kirschner, & Jochems, 2003). However, Bencheva (2010) highlights location, time, and availability as being key disadvantages for traditional face-to-face mode of learning (p. 66). As face-to-face mode of learning requires a prospective participant to physically attend a learning session at a pre-determined location on a fixed date and time, the participant’s distance from the learning center, the timing of a session, and participant’s

availability during the time of the session may all hinder the ultimate attendance by the prospective participant. Likewise, Baird, Griffin, and Henderson (2003) highlight high travel associated costs and having people away from work as major disadvantages of same-space face-to-face learning (p. 41).

Online Learning

Online learning, also commonly referred to as e-learning, is defined as “instructional content or learning experiences delivered or enabled by electronic technology” (Pantazis, 2002, p. 21). Normark and Cetindamar state that “E-learning describes the ability to electronically transfer, manage, support, and supervise learning and learning materials” (as cited in Valsamidis, 2015, p. 1). “E-learning, in a narrow sense, is also defined as strictly being accessible using technological tools that are computer-based, web-based, web-distributed, or web-capable” (Nichols, 2003 as quoted in Mann Hyung & Yeonwook, 2013, p. 193). In the context of Alberta Education SFS Sector, an online training session might be an interactive web-based information session on the sector that is entirely online and allows for interaction between the instructor and a trainee and between trainees. The session might also be recorded for prospective participants to view later and download training related documents at a time of convenience.

Conducting online learning sessions over the Internet by utilizing web-based applications is relatively new. The advancements in the fields of communication and technology created a unique opportunity for organizations to deliver learning in a different way by taking advantage of available various tools and technology. According to Pantazis (2002), “The power of e-learning comes from the opportunity to leverage technology and information to alter the basic tenets of learning by eliminating the one-size fits all approach to instruction and customizing content to meet individual needs and learning styles” (p. 21). The author notes that

individualized learning is one of the factors that online learning may facilitate. With rapid globalization and diversification of contemporary organizations, it is desirable to have learning methods that are less rigid and more flexible. One of the potential strengths of online learning is that learning can occur at any time and at any place removing the often restrictive nature of face-to-face learning where time and place for learning are pre-determined. Besides, Mcpherson et al., Rabak & Cleveland-Innes (as cited in Valsamidis, 2015, p. 3) describe “cost savings, learning flexibility, better retention, unified and updated information and the ability to provide a safe and easy to manage learning environment” as a few of the probable advantages e-learning may provide. As highlighted by Pantazis and Valsamidis, online learning may create a safe and tranquil learning environment and help overcome challenges related to distance, space, and availability that F2F learning may not easily address.

From an organization’s perspective, cost savings is an important consideration for any technology project and a carefully implemented online learning environment may just offer such savings (Callan et al., 2015). Baird et al. (2003) classify costs associated with training as direct and indirect costs. According to Baird et al., bringing prospective trainees together for a traditional face-to-face training session has high direct costs of travel, lodging, and food etc. There are also indirect costs due to having people away from their work-place or off-territory, work that could have been accomplished otherwise would have to be put on hold due to unavailability for training (p. 41). With online training, an organization may achieve both direct and indirect cost savings by eliminating the need for travel and by allowing flexibility towards completing training sessions at a participant’s choice of location, including at workplace.

However, shifting to a new learning environment may initially result in increased cost due to the cost associated with design, development, and implementation of the new

environment. The one-time costs may include infrastructure and equipment costs for the transition into the new learning environment. The presumed initial cost needs to be balanced against the long-term potential benefits achieved by an organization by the change in its learning environment. As stated by Serrat (2010), “E-learning per se is not without challenges: it is a costly and time-consuming enterprise. Organizations must overcome three generic impediments to its introduction and continuing use: (i) the cost of developing (or purchasing) software applications at the onset, compounded by running costs once e-learning interventions are under way; (ii) (perceived) lack of time to devote to workplace learning and to formulate and maintain e-learning solutions; and (iii) content issues—quality content is not available on the market or is not suited for e-learning and must therefore be developed. Extensive research and careful planning will help circumscribe requirements and surmount these barriers” (p. 6).

Blended Learning

Blended learning is learning that is a split between face-to-face and online learning. It “combines traditional face-to-face (F2F) classroom instructions with online components” (Kist, 2015, p. 1). Ginns, Ellis, Olapiriyakul, and Scher (as cited in Moe & Rye, 2011, p. 166) define blended learning as a combination of “face-to-face learning, online learning, and situated learning within a work-life setting”. Mahajan and Chaturvedi (2013) describe blended learning as a comprehensive instructional approach that integrates face-to-face interactions and e-learning techniques (pp. 209-210). The Sloan Consortium, on the other hand, defines blended learning as a course where 30%-79% of the instruction is delivered online with online instruction as being an integral part of the learning process (Allen, Seaman, & Garrett, 2007). Another widely accepted description of blended learning is “any time a student learns, at least in part, at a supervised brick-and-mortar location away from home and, at least in part, through online

delivery with some element of student control over time, place, path, and/or pace" (Horn & Staker, 2015, p. 34). Blended learning offers an opportunity to integrate the interactive power of traditional face-to-face learning to that of the innovative technological advances of online learning (Thorne, 2003). In the context of Alberta Education's SFS Sector, a blended training session might be comprised of few hours of face-to-face in-class and another few hours of online web-based information session on the sector. The F2F session might offer an overview of the sector focusing on key functionalities and the online session might cover more in-depth topics related to the sector and address more specific questions not addressed during the F2F session. The reverse might also be possible where the introduction and overview occur during an online session followed by the F2F session where participants are provided with an opportunity to discuss more complex topics or concepts related to the sector.

The blended learning environment would still require a prospective participant to attend a face-to-face session but for a shorter duration of time. That requirement would be supplemented by a web-based interactive online session that the prospective participant either could attend real-time or view at a time of convenience. The web-based session would offer an opportunity for a prospective attendee to connect online into the interactive session where the instructor provides information and respond to questions real-time. However, the session would also be recorded for future access by attendees or those participants who could only view the recorded version at a later time.

According to Klein, Noe, and Chongwei (2006), "Learner preferences for synchronous instruction and face-to-face contact with the instructor and other learners have resulted in an increased use of blended learning" (p. 666). Blended learning could offer a more efficient and balanced approach to learning to the participants (Hilliard, 2015). Laiken, Milland, and Wagner

(2014) observe that “Due to financial and time constraints as well as the emergence of powerful online learning technologies, organizations are being challenged to incorporate learning opportunities into the actual work environment, while not compromising the effectiveness of face-to-face training” (p. 295). Increasingly, organizations are seeking to incorporate an online component into the mix of their learning environments in the hopes of overcoming budget and time constraints while at the same time maintaining or improving the quality of learning. Organizations are beginning to see blended learning as an appropriate mode of learning in their environment.

Key Differentiators of the Three Major Modes of Learning

Four key distinguishing factors of the three modes of learning include distance, space, availability, and interaction. For each learning type, these factors can either act as hindrances or opportunities for learning. A careful examination of the different learning delivery modes on these identified four characteristics follows.

Distance

Due to the spread of potential learners across a large geographic region, there is a need to reach out to those learners who are outside of large urban centers. Generally, currently learners need to come to a common location, or instruction can be delivered to the different locations. Organizations are continually seeking innovative ways to reach out to distributed employee base for training purposes. There are budgetary and inflationary concerns related to administering training sessions. The cost associated with administering face-to-face learning sessions has been increasing steadily. Two possible reasons for the increase are space requirement and travel costs. As well, if the sessions are only held in major urban centers, they

may pose a challenge to many of the intended participants as they are unable to attend due to the time it takes or the cost to participate. The distance to a center is a consideration for face-to-face sessions due to the requirement of physical presence by attendees. However, unlike face-to-face learning, with an online learning environment, learning may occur at a distance and physical presence at a centre may not be a barrier to learning (Batalla-Busquet et al., 2013, pp. 42-43). With blended learning, the partial requirement of physical presence at a learning center may pose similar challenges as with face-to-face learning related to distance. However, with potentially less time away from work and reduced cost due to reduction in travel frequency, blended learning can be an option for an organization with dispersed employee base.

Space

As face-to-face learning sessions are held in pre-determined training facilities, the number of attendees and costs associated with renting the facilities may pose a challenge in conducting sessions that would accommodate all prospective participants. Relative to face-to-face learning, with online learning, there is no physical constraint to space as learning occurs electronically. And with blended learning, the opportunity to learn online may remove some of the physical constraints of space. However, due to the requirement of attending in-person at a brick-and-mortar location for part of the training, blended learning continues to experience partial physical constraint of space. In discussing the limitations of traditional F2F learning, Valsamidis (2015) states, "Further education and training of the employees are very important factors for the organization success. Unfortunately, the lack of time and space has led to their limited appliance in an organization" (p. 1). It is anticipated with online or blended learning format, limitations pertaining to space could either be eliminated or reduced.

Availability

The flexibility offered with respect to the schedule by a face-to-face learning session may pose a challenge to prospective attendees of the session (Warner, 2016). However, for online learning, with the prospect of asynchronous learning where learning does not occur in the same place or at the same time, the challenges related to schedule becomes lesser of a concern when compared to face-to-face learning in cases where asynchronous instruction is appropriate (Means, Toyama, Murphy, Bakia, & Jones, 2009). Learning instruction, whenever it is not delivered in real time or in person, such as the case with pre-recorded video lessons that could be accessed at a later time or interactive game-based learning that may be accessed online, are considered asynchronous learning. However, asynchronous learning may still incorporate various instructional interactions such as email exchanges and online discussion boards etc. Hence, an online learning session may offer more flexibility than face-to-face sessions with regards to schedule to prospective attendees. With the online portion of blended learning, flexibility with schedule may be an option; however, with the in-class portion, prospective attendees are still required to attend at a fixed date and time.

Interaction

Supanakorn-Davila and Bolligers' (2012) research indicates that social interactivity is regarded highly by trainees (p.90). F2F learning is perhaps more conducive to interaction in a group setting, though it partly depends on the instructor and the role of the group and topic of discussion. Individualized learning is perhaps more prevalent in an online learning environment than in a face-to-face environment. And with blended learning, it is a mixture of group and individual learning where face-to-face sessions allow for more group interactions while online sessions focus more on the fulfillment of individual learning needs (Thorne, 2003). If the

blended learning environment is set up in a way where online learning component follows the face-to-face component, it may also facilitate interaction for the online component as participants have met and worked together during the face-to-face session. In a blended learning session, the instructor could structure the course to have parts with interaction occur in the F2F portions, and the more individualized parts to occur online.

Social interaction may act as a contributing factor in establishing a supportive learning environment which may motivate trainees to learn in a group setting (Batalla-Busquets et al., 2013). The fact that F2F instruction is probably more likely to have social interaction than online has been captured by Supanakorn-Davila et al. (2012) and Batalla-Busquets et al.'s (2013) in their respective research. Both of their studies conclude that participants value the flexibility and adaptability offered by online learning while at the same time, find that it may lack social interaction and group collaboration. However, the amount of interaction in a training session, to a certain degree, is determined by the instructor of the session. As Supanakorn-Davila et al. and Batalla-Busquets et al. highlight, various delivery modes do differ in how conducive they are to interaction.

Learning Delivery Mode Variances Based on Identified Attributes

As discussed in previous sections, four attributes that distinguish face-to-face, online, and blended modes of learning are distance, space, availability, and interaction. Table 1 below highlights the variances between the three discussed modes of learning based on those four attributes.

	Distance	Space	Availability	Interaction
Face-to-Face	Participants need to attend a session at a common location	Limited space	Limited and fixed time	Conducive to interaction in a group setting
Online	Distance learning can be delivered to participants at their distributed locations	No physical constraint to space	Flexible time if asynchronous	Individually focused and may limit social interaction with instructor and other students (when asynchronous)
Blended	Parts of learning occurs at a distance and parts at a centralized location; less travel than F2F alone, but more travel than Online	Opportunity to learn partly in online partially removes physical constraint to space	Limited and fixed time for Face-to-Face component; flexible time for online component	Conducive to interaction in group settings during F2F component of learning that may extend into online learning

Table 1: Key Attributes of the Three Modes of Learning

As documented in Table 1, there are benefits and drawbacks of each mode of learning. While with face-to-face learning, it is relatively simpler to have more group and social interactions, with online learning, interaction requires more work and is less natural. On the other hand, an F2F learning session has set times for specific instructions whereas an online learning session is more flexible in that regard. Besides describing e-learning as potentially

timely, relevant, safe, measurable, and enjoyable, Koerner (2003) observes that online learning places “learning back into the hands of the learners” potentially requiring more discipline and accountability on the part of the online learner (p. 16). On the other hand, Pappas (2015b) describes e-learning’s impersonality, solo nature, and lack of self-discipline as being a few of its challenges (Top 5 Possible Limitations of Online Learning section, para. 1). Pappas’s findings parallel the work of Artino (2008) who found self-efficacy as being a significant individual predictor of students’ overall satisfaction with online training (p. 266). The learners with higher levels of motivation and discipline may find online learning as being a viable option to learning as they would have more control over the entire learning process. However, for learners who prefer a more structured learning environment, face-to-face learning may be more suitable. Baudoin (2010) describes this difference as “qualitative variations in learning”, where some participants may learn more than others in an online setting due to their learning preferences and styles (p. 235). Baudoin’s findings equally hold true for other delivery modes of learning where an individual learner’s preferences and styles determine the most suited learning mode for that individual. Consequently, the learner’s preferences and style of learning can potentially shape his/her attitude towards different learning delivery modes.

A blended learning environment can be just as, or even more effective and interactive than a face-to-face workshop (Laiken et al., 2014, p. 302). Although blended learning may be more effective than either face-to-face or online learning under certain circumstances, the extent of effectiveness of blended learning varies across organizations and are subject to their unique circumstances and how blended learning is implemented (Clarke, Lewis, Cole, & Ringrose, 2005). The proportional distribution of online and F2F learning components, the organization of content for each component, as well the subject matter taught within a blended learning

environment may all contribute towards the effectiveness of the environment. Due to the multitude of options, blended learning can be particularly difficult to research. Results from evidence-based experiments on blended learning effectiveness are at best mixed. Wu and Hiltz's study of students enrolled in blended courses found that online discussions were meaningful, however, there was no evidence to support that blended was significantly better than fully online courses (Wai & Seng, 2015). There may be organizations who find blended learning environment more suitable to that of an entirely online or a face-to-face configuration due to their organizational structures. Yet, others may find that face-to-face or online mode of learning adequately fulfill their respective learning needs.

Besides the effectiveness of a learning delivery mode, reaching out to the largest possible audience may be another important consideration in determining the best suited delivery mode for a specific organization. There may be structural issues such as limiting travel and increasing engagement and pedagogical issues such as determining how best to teach material that may need to be examined together. Ultimately, it is an organization's unique circumstances surrounding its learning environment that would assist in determining the appropriate learning mode for that organization.

Determinants, Barriers and Enablers of Various Learning Delivery Methods

Irrespective of the choice of learning mode by an organization, there are influential factors that may act either as stimulants or as detriments towards advancing the cause of participants' learning experience. Organizational structures, cultures, and prevailing economic conditions are a few of the factors that may influence current learning practices, trainee perception and participation, and ultimately the outcome of a learning program at an organization (Supanakorn-Davila et al., 2012). An organization's socio-cultural environment, leadership and

managerial engagement, and collaboration opportunities have all been identified as being either enablers or barriers to the selection of an appropriate learning delivery mode and the creation of a healthy learning environment (Guthrie et al., 1994; Callan et al., 2015).

Although the choice of the delivery mode for training may impact the perception and participation by prospective attendees, the eventual outcome from a learning environment is influenced by the attributes highlighted above. Each of those factors also have the potential to influence the decision of a prospective attendee as to whether or not to participate and continue participating into a learning program at an organization.

Organizational Uniqueness

There are benefits and drawbacks to all modes of learning and it is ultimately an organization or its target stakeholder entities unique social, economic, and environmental circumstances that may assist in determining what mode of learning may be best suited for it to achieve desirable outcome. Watkins (2015) attests to the uniqueness of an organization as a determinant to a learning environment's success when he states to carefully analyze and plan for an implementation based on the unique circumstances of the organization contemplating a change. Factors as varied as organizational culture and employee motivation are key indicators of any given project's success or failure (Callan et al., 2015, p. 298; Garavan et al., 2010, p. 156). In drawing from Watkins, in an organization where third-party stakeholder attendees are primary focus and beneficiaries of organized training sessions, the organizing entity may need to have an understanding of unique cultural and business practices of its stakeholder organizations prior to the implementation or transformation of its learning environment. Kist (2015) offers a set of questions that any organization planning a transformation of its learning environment could consider prior to deciding whether or not to proceed with the transformation. It is

expected that the questions would identify unique attributes of an organization in order to determine the viability of any potential transformation of its learning environment.

Potential Barriers & Enablers to Enhanced Learning

Another consideration is the potential barriers that an organization may face during the transformation of its current learning environment. Thorne (2003) describes that the barriers to blended learning entry into an organization can both be perceived and real. Markovič-Hribernik and Jarc (2014), in the context of organizations in Slovenia, discuss the socio-cultural barriers to the implementation of blended learning stemming from long held beliefs in Slovenian society. Overcoming traditional beliefs to transform a learning environment may pose a challenge to an organization. On the other hand, Cheng (2013) describes organizational rigidity as a potential barrier to learning transformation as organizations may fail to understand the need to be flexible when it comes to online learning. “New initiatives that don’t fit somewhere within traditional structures are difficult and time-consuming to implement” (Chu, 2002). Klein et al. (2006) also capture employee motivation as a key enabler or barrier to entry of online learning (p. 672). Their research proposes that enhancing learner’s perceptions of enablers and addressing concerns on barriers are important organizational strategies to increase learner motivation, which in turn may result in enthusiastic enrolment and active participation into a newly transformed learning program at an organization. For an organization where the principle beneficiaries of a learning environment are external stakeholders, the onus is on the respective stakeholder entities to ensure that prospective trainees in their respective entities are encouraged to participate in organized training sessions. The organization coordinating the sessions may provide needed guidance and support to its stakeholders throughout the process of learning for the sessions to achieve desired goals.

The implications of any planned implementation of an online or blended learning environment are far-reaching. However, in order to achieve desired outcome from a change in the learning environment, an organization is advised to first understand the socio-cultural context in which the implementation is to occur. According to Sun Joo and Wenhao (2016), “Adopting information technologies can be a viable intervention for organizational development and can bring a variety of changes at the individual, team and organizational levels” (p. 586). A careful evaluation of socio-psychological, organizational, and systematic challenges influencing the adaptation of a new technology is proposed by Sun Joo et al.’s study. The authors’ findings may still apply for third-party organized training sessions. In case of a transformation to an online or a blended learning environment, the organizing entity may need to carefully examine stakeholder’s socio-cultural context in which they operate.

In order for a learning initiative to be effective, the organization’s leadership and management teams need to be vested in the initiative (Long, Dubois, & Faley, 2009, p. 357). Leadership and management involvement is at the core for success in any mode of learning: face-to-face, online, or blended. As documented by Guthrie and Schwoerer (1994) in their research, “respondents who rated their managers as less supportive of learning also viewed learning as having less utility” (p. 416). Stanciu and Tinca (2013) state, “The organization’s leaders’ ability to manage change, and foster adequate communication inside the company and between the client company and the information system vendor, the management commitment and type (collaborative or autocratic) - all represent important factors in staying on the sharp blade of the sword determining the success or failure of the project” (p. 643). Findings by Guthrie et al. (1994) and Stanciu et al. (2013) are significant and offer explanations on one of the key determinants in a projects success or failure, the leadership and management teams’ active

participation and continual support throughout the process of learning by employees. In the case of a third party organized training sessions, active engagement by leadership and management need to occur both within the organizing entity as well as within participating organizations.

Irrespective of the learning mode, a supportive environment might encourage participation and completion of learning and promote knowledge and skills transfer. If perception of a learning environment is a key determinant of success or failure, leadership and management teams of an organization may assist with the creation of a healthy learning atmosphere where any participant, be it the organization's own employees or stakeholder employees, feel safe and encouraged to participate in the learning process. As Garavan et al. (2010) observe, "Participants should feel that they will be supported and receive the necessary support, feedback, and recognition for their participation" (p. 166).

Long et al. (2009) state that online learning attrition is due to lack of time both at work and at home, low employee motivation, and high turnover. The design, technology, or the material, according to the study, had little to do with high attrition. Long et al.'s (2009) finding is noteworthy as it depicts how an organization contemplating a transformation of its learning environment should consider unique characteristics and needs of stakeholders served in designing a custom solution. Any transformation of a learning environment, according to Garavan et al. (2010) and Long et al. (2009), should incorporate maximum flexibility for stakeholder participants to enrol and complete learning programs.

More specifically, in the context of a change to a learning environment, it is through active engagement and collaboration amongst all parties involved that the change will result in desired outcome (Laiken et al., 2014, p. 296). The potentials for such a collaboration in a blended environment is attested by Consuelo, Pedro, and Wentling (2002) in their statement that

the “just-in-time, anywhere, anytime capabilities will be topped off by the opportunities for collaboration, interactivity and personalization” (p. 23). Through the possible implementation of an online or a blended learning environment, an organization may be able to reinvigorate the opportunity for enhanced collaboration amongst the stakeholders for a positive outcome.

A collaborative partnership between an organization and its stakeholders is proposed to be based on mutual trust and understanding. Bing and Chenyan (2015) describe that meaningful knowledge sharing is achieved only through the mechanisms of mutual trust among various groups within an organization or between organizations. In the absence of trust, “information exchanged or knowledge shared between the partners may be of low accuracy” (Bing et al., 2015, p. 412). Besides, Maruping and Magni (2015) established a direct link between team empowerment and individual-level cognitions which they refer to as Intention to Continue Exploring (ICE) and Expectation to Continue Exploring (ECE). Through their study, the researchers conclude that team empowerment influences individual cognition and an individual’s desire to explore technology. Maruping et al. (2015) identified “team empowerment as an important team-level determinant of increased collaboration technology exploration” (p. 12). Bing et al. (2015) and Maruping et al. (2015) offer insights on the significance of collaboration, trust, and team empowerment to an organization exploring transformative potentials of its learning environment.

A holistic perspective may be necessary in order to transform the workplace for the creation and sustainability of a learning organization (Sun Joo et al., 2016, p. 576). Watkins (2015) offers a holistic framework for an e-learning implementation in an organization. Watkins holistic approach to e-learning evaluation and implementation proposes an organization’s commitment towards long term success of its clients, its commitment towards contribution made

through professional development of its associates, its integration of e-learning as part of the long-term strategic plans, and its linkage of organizational success to that of the capabilities of e-learning solutions. The framework also incorporates technological and interface design considerations as well as the need for management involvement and support.

Research focusing on learning programs in the public sector is scarce. One such research study by Combs (2002) offered early insights on the future of public sector learning. Combs studied ten federal government agencies in the U.S. and concluded that “While instructor-led classroom teaching will continue to provide the foundation for education programs in the federal government, that foundation will be supplemented by a variety of technology-enabled media” (p. 8). A major undertaking by the Government of Singapore to transform its learning environment in mid 2000s is a testament to Combs’s findings. In the context of the initiative undertaken by the Government of Singapore to transform its learning environment, Bashar and Khan (2007) observe that organizations can leverage existing infrastructure during the implementation of an e-learning environment in order to minimize cost and maximize outcome, two key goals of any implementation project (p.2).

At any stage of an economic cycle, in particular during downturns, organizations operate with budget constraints and seek adequate return on investments (ROI). Due to initial design and implementation costs, the benefits achieved through an online learning implementation should be considered against the costs associated with the initiative (Bartley & Golek, 2004). Similar trends are observed for blended learning implementation. As Thorne (2003) explains, “any strategy to introduce blended learning needs to be considered carefully and positioned within the broader context of not just attracting, retaining and motivating talent, but also addressing more compelling arguments of ROI and cost savings” (p. 6). Thorne prescribes a

methodical cost-benefit analysis prior to the transformation of an organization's learning environment.

Flexibility & Doubt Management

Flexibility is characterized by a ready capability to adapt to new, different, or changing requirements (Merriam Webster, 2017). It is recommended that in order for online or blended learning to be effective, organizations should allow for flexibility for employees to enrol and complete online learning programs without interruptions (Clarke et al., 2005, pp. 36-37). Lack of flexibility may adversely impact employee participation and completion of learning (Cheng, 2013). Cheng suggests to "block some periods for study to ensure employees have enough time" to complete corporate learning programs (p. 87). In addition, the author proposes the need to create a healthy learning environment so employees feel motivated enough to complete learning sessions. Even with all its efforts in selecting the appropriate delivery method to accommodate largest possible audience, a third-party training organizer is limited in its ability in ensuring all prospective participants register and attend organized sessions. However, it may be able to build capacity by encouraging flexibility at participating stakeholder organizations towards offered training sessions.

Moe and Rye (2011) offer a different perspective to that of Cheng's (2013) hypothesis. Moe and Rye identify that a lack of flexibility towards a blended learning environment may actually promote the creation of communities of practice, as attendees are forced to communicate and interact outside the boundaries of daily work hours (p. 177). The creation of such communities of practice, which also depends on the motivation of learners, may result in more interactions and knowledge share among participants.

Henfridsson (2000) presents two distinct views on how to best manage doubts that arise from any implementation project, including that of an e-learning or blended learning implementation; on one side of the spectrum is the view held by scholars Orlikowski and Gash that any implementation can be seen from what they refer to as “Technological Frames” of stakeholders, their assumptions, beliefs, and values about technology, where projected results can be achieved by managing those frames, allowing for a smooth transition into the technology being implemented. On the other side, there is the view held by Ciborra and Lanzara that there is much to be learned from stakeholders’ ambiguity, the unclear nature of a project that generates differing interpretations, where a potential breakdown of the project being implemented due to stakeholder’s ambiguity can be a tremendous source of innovation (as cited in Henfridsson, 2000). Balancing between the two perspectives may be needed during the transition from face-to-face to that of an online or a blended learning environment. Henfridsson’s findings suggest that while having a solid understanding of the target audience’s technological background related to the implementation may be necessary, any unexpected breakdown due to unavoidable circumstances may not automatically result in the projects failure as valuable lessons may be learned and modifications made to prevent any future occurrences of similar situations.

Summary of Key Findings, Observations, and Gaps

Although it is the delivery mode of learning and prospective learners’ attitude towards different delivery modes that may influence their participation in them, other external experiential factors may influence the selection, implementation, participation, management, and effectiveness of a learning environment in an organization.

A common theme across various researched articles is to understand the need to carefully study the unique characteristics of an organization, to analyze potential strengths and

limitations of any transformation of its current learning environment, and to evaluate probable barriers to transformation of the environment (Watkins, 2015; Thorne, 2003; Klein et al., 2006). It is also suggested that the organization plan and design the implementation so as to maximize reach and outcome, and ensure that the leadership and management teams are continually involved in creating a collaborative, flexible, and healthy learning atmosphere where all participants feel welcomed and motivated to learn (Guthrie et al., 1994; Stanciu et al., 2013). Miller (2015) highlights key principles towards establishing an ideal organizational learning environment: relevant, build on knowledge and experience, create connections, practical and hands-on, allow for self-direction, and infused with respect. Organizations are recommended to form strategic collaborative partnerships with stakeholders based on mutual trust and understanding. Factors highlighted in the literature have the potentials to influence the outcome of any transformation to an organization's learning environment, irrespective of the selected delivery mode.

A few of the reviewed research works were carried out within certain geographic and cultural boundaries. However, the introduction of geographical and cultural biases within studied articles were often acknowledged and mitigated by research authors, with elaborate discussions on key findings and their probable applicability across boundaries and cultures. Quite a few of the articles focus primarily on academic settings; however, the studies' findings provide a foundation on which this research can build upon and establish their relevancy towards the researched organization's environment.

According to the literature, an organization's selection of the delivery mode has the potential to either inspire or discourage the participation by prospective attendees (Supanakorn-Davila et al., 2012). The selection of the appropriate learning delivery mode is the first and

perhaps the most significant step that an organization can take to ensure that a suitable environment is created for prospective participants to consider attending one of the offered learning sessions.

Research Question

The literature informed on various essential factors that may play pivotal roles in determining the outcome from a learning session. As highlighted in the literature, numerous experiential factors may influence the perception, acceptance, and selection of a learning delivery mode by prospective attendees. The same attributes may influence their enthusiastic participation, continuation, and ultimate completion of a learning program.

Of the different factors, this research will focus on motivation. As the research will evaluate Alberta Education's Strategic Financial Services (SFS) Sector administered training sessions for its third-party stakeholders, there is a need for the delivery method to attract stakeholder participants and gaining an understanding of prospective participants motivation to attend an organized session triggered by their perception and acceptance of specific learning delivery mode would be of much value:

“How motivated are prospective participants to learn in a specific delivery mode and if offered in a different mode, which mode would they perceive as being the most effective for them for their learning purposes in their current location?”

Chapter 3: Research Design and Methodology

This research is designed to examine potential learners' attitudes towards different learning delivery modes. In order to analyze prospective participants' perceptions and preferences towards different learning delivery methods, data needs to be collected from participants that reflected different locations from across the Province of Alberta. As Alberta Education's Strategic Financial Services (SFS) Sector initiated training is the focus of this research, data needs to be collected from the primary audience of SFS Sector administered training, namely the school authorities and schools. Further, for the school authorities, data needs to be collected from public school authorities, private school authorities, and private Early Childhood Services (ECS) operators as they represent the groups that SFS Sector is responsible for. By collecting and analyzing data from this range of audience, it is hoped that potential participants' expectations from training sessions organized by SFS Sector would be adequately captured.

Research Method

The research is designed to better understand prospective participants' preferred learning delivery method. In order to obtain such an understanding on prospective participants' preferences towards different learning delivery modes, information needs to be collected on participant satisfaction levels with the existing mode of training, their familiarity with different training modes, perceptions on advantages and disadvantages of various training modes, and their perceived preferences towards different modes of training etc. It is hoped that the collection of aforementioned qualitative and quantitative information would assist in gaining the type of understanding sought for the purposes of this research.

The initial plan was to use quantitative methods to gain an understanding of the target population, the school authorities and schools across the Province of Alberta, as this may allow gaining an understanding of the overall population. However, there was no practical method found to recruit an appropriate sample of this population. The information available to recruit potential participants was too limited to understand the overall population of interest. Hence, it was decided that the focus of the research should not be on understanding the overall population, but rather should be on gaining a deeper understanding of potential participants' perceptions around different learning delivery methods. This realization along with the fact that this is an exploratory research prompted the shift in focus from obtaining an overall understanding of the general population to that of a deeper understanding of an important subgroup in relation to their preferences towards different learning delivery modes. As the focus of the research changed, qualitative methods were acknowledged to be better suited to obtain such an understanding from potential participants on human behavior, emotions, and personality characteristics. Qualitative methods could also provide depth and detail, looking deeper than simply analyzing ranks and counts by recording attitudes, feelings, and behaviors. Further, it could encourage respondents to expand on their responses that could open up new topic areas not initially considered. All of these characteristics of qualitative methods could assist with obtaining a deeper understanding of potential participants' preferences towards various learning delivery modes for the purposes of this research.

The methods that were investigated for the collection of information from prospective participants were survey, interview, and focus group. The intent of this research is to collect data from participants that reflect the diverse locations across the province in order to better understand how different training delivery modes might be seen. The school authorities and

schools, the primary stakeholder participants of SFS Sector administered training sessions and the target audience for this research, come from a number of different geographic regions within the province. And a survey is best suited to collect data from several diverse locations. While generally interviews and focus groups are better suited to collect qualitative data than surveys, for the purposes of this research, surveys appeared to be the most practical way to proceed. Consequently, the survey method was selected for the collection of desired information from a wider range of prospective participants who are scattered across the province. Keeping in mind the type of information that needs be collected, it was anticipated that the survey would most likely need to incorporate several qualitative and a few quantitative type questions.

With the decision to collect qualitative as well as quantitative data and the selection of the survey method, it was also decided to utilize convenience sampling of the target population for data collection. As will be discussed in the following section, a convenience sample of the target population, the school authorities and schools, is planned to be used.

Research Participants

Alberta Education supports students, parents, teachers, and administrators from Early Childhood Services (ECS) through Grade 12. As previously stated, the school authorities consist of public school authorities, private school authorities, and ECS private operators. The school authorities and schools across the province are autonomous entities who operate independently but are supported financially by the Ministry of Education. The authorities and schools, who are the principal stakeholders of Alberta Education, receive funding from the Ministry and share funding-related information. They are the primary audience of Strategic Financial Services (SFS) Sector administered training and are the target population for this research. What that also

means is that the SFS Sector has no direct control over the trainees' decisions on whether to attend workshops or not.

As the available contact information for potential participants was limited, response rates were expected to be low. Consequently, collecting qualitative data appeared appropriate for this sample. For the purposes of this research, it was decided to sample those participants who previously signed up for SFS training. More specifically, those individuals who had registered or attended one or more of the sector administered training sessions is the target group for data collection. Their training registration information is readily available in SFS training registration databases. The group incorporates individuals who are aware that the sector offers various training sessions. It is important to understand prospective participants who are aware of SFS administered training offerings. As the group also includes individuals who signed up but never actually attended any of the sessions, the sampling could allow gaining a better understanding of the perceived barriers that they might have faced.

It was believed that those prospective attendees who identified SFS administered training offerings as being relevant and at least had an intent of attending a training session would register for a specific session at a set time and place to gain knowledge on discussed materials. There would typically be weeks between the time of registration and the actual training session with frequent notifications being sent on upcoming session in between. Due to lack of supporting information, it was assumed that a majority of registrants ended up attending the sessions they registered for. Due to their past experience of registering and attending training session/s, it is hoped that the sample stakeholder respondents' attitudes towards different delivery methods might provide a representative range of views held by participants of SFS administered training.

By eliminating duplicate entries for a single participant into multiple SFS training sessions, a comprehensive list of unique survey participants has been created to collect desired data and to ensure data integrity. It is planned that the survey invite would go out to approximately 500 potential participants, all of whom have previously registered and/or attended SFS administered training sessions. Based on documented survey response rates for professional public-sector surveys in similar contexts, a response rate of approximately 20% was anticipated.

Prior to inviting prospective participants of the survey, it was reviewed and approved by the University of Alberta Research Ethics Board (REB) in order to ensure that it fits all applicable ethical guidelines in relation to collecting data from survey participants. In addition, the Government of Alberta Freedom of Information and Protection of Privacy (FOIPP) protocol has been followed.

Research Setting

By examining stakeholder participants of Alberta Education's Strategic Financial Services (SFS) Sector attitudes towards different learning delivery modes, it is expected that valuable insight might be obtained on the perceptions and possible influence of a learning delivery mode on a prospective attendee's perception and participation in offered training at a public organization. All of the training sessions that are currently administered by the SFS Sector are face-to-face (F2F) sessions and prospective participants of the survey are anticipated to be most familiar with the F2F learning environment. As a result, the survey participant sample might have a bias towards the F2F environment over delivery methods to which they are less familiar.

Research Instrument

Target audience, speed of access, and flexibility with design and usage are key attributes of an online survey. As school authority and school personnel are the target audience for the survey and they are scattered across the province, an online survey would be able to reach out to them faster than a paper survey. Subsequently, an online survey (Appendix B) with both closed and open-ended questions has been designed to capture information on past attendees' preferred method of delivery and their motivation levels around the choice of delivery mode for training. The survey includes 31 questions in total with 16 closed and 15 open-ended questions. The first set of questions (questions 1-3) of the survey will collect data on respondent's school jurisdiction type, jurisdiction location, and job designation. The purpose behind collecting these data will be to learn their potential relationship to that of preferred delivery mode, if one exists. The next set of questions (questions 4-6) of the survey is specific to participant registration and attendance of SFS administered training. The following set of questions (questions 7-10) is designed to collect data on the significance placed by participants on the level of interactions at a training session. With questions 11 and 12, the survey will collect data on participant satisfaction level with current face-to-face training based on participants previous exposure to other modes of learning, if any. The next set of questions offers hypothetical setups for each delivery mode of learning followed by participants thoughts on significant characteristics, advantages, and disadvantages for face-to-face (questions 13-15), online (questions 16-18), and blended learning (questions 19-21). The focus of the next set of questions (22-24) is to obtain information on participant willingness to attend a training session in an online or a blended format given that there are no face-to-face options available. With a description for each, the survey will then collect data on participant interest levels in attending training sessions administered in webinar, webcast, and

asynchronous format respectively (questions 25-27). Finally, the survey ends with a set of questions related to participant preferences towards different training delivery modes (questions 28-29) and topics that they would like to be presented in the sessions (question 30).

An invitation email with the context and indication as to the purposes behind the research and an informed consent with a description on measures taken to ensure participant privacy and confidentiality have been incorporated as part of the survey design, creation, and implementation processes (Appendix A).

A few tools were looked into for conducting the online survey, before settling on Novi Survey. A few considerations led to the selection of Novi Survey. First, it was the officially sanctioned and supported survey tool for the Strategic Financial Services (SFS) Sector at Alberta Education. Second, due to Novi Survey being the preferred tool of choice for surveying stakeholders at the SFS Sector, licenses had already been purchased and no additional cost was associated with utilizing the survey tool. And finally, the ease of implementation and collection of data using the tool made it the preferred choice for conducting the survey. The survey support team at SFS Sector could assist with implementing the survey with the Novi Survey tool. The team could also assist with setting timelines to conduct the survey and following the closure of the survey period, generating reports and extracting and exporting data into various external tools including that of Microsoft Excel for further analysis. Novi Survey would allow the collection of data from anonymous participants which is important to protect the privacy of stakeholder participants. During the completion of the survey, an option would be available for respondents to save incomplete surveys for completion at a later time allowing for more flexibility.

Procedure for Data Collection

Following are the steps that were to be taken to complete the data collection procedure via the online survey:

- Plan, design, and create the survey to collect the research project data.
- Compile the list of survey participants based on previous registration records for various SFS Sector administered training sessions.
- Ensure that the duplicate entries are removed from the list of participants.
- Prepare invitation letter for completion of the survey.
- Create informed consent for the survey.
- Implement the online survey with the Novi Survey survey tool.
- Disseminate the online survey with a set timeline for completion and submission. Allocate approximately three weeks from the date of roll out for the completion of the survey. The plan is to distribute the survey in spring of 2017.
- Send weekly reminder emails to participants for them to complete the voluntary survey. The plan is to send a reminder each week following the initial invitation to complete the survey.

Data Extraction & Analysis

A statistical description of quantitative data and an in-depth theme analysis for qualitative data collected via the survey will form the basis for the analysis. Novi Survey Reporting Tool and Microsoft Excel will be utilized for the extraction and analysis of quantitative and qualitative data.

Quantitative data research will include statistical evaluation and depiction of collected data via charts, graphs, and tables. Cross-tabulation techniques will be utilized to analyze the data as required. Qualitative analysis will include the identification of principle ideas and key themes by carefully evaluating each descriptive response through the open-ended questions. With the identification of key variables via the open-ended questions, collected data will be carefully examined to establish any probable relationships between identified variables. Using an Excel spreadsheet should make it easier to identify key themes and patterns by utilizing key word searches. The establishment of patterns will follow an in-depth review of each question and corresponding responses. The responses will be color coded based on key themes. In addition, most pertinent responses to the research questions will be highlighted and described.

Saldaña describes, “Reliability and validity are terms and constructs of the positivist quantitative paradigm that refer to the replicability and accuracy of measures.” Instead, he argues that qualitative research be evaluated according to the constructs “credibility and trustworthiness” (2014, p. 45). Saldana’s concern on reliability and validity for collected quantitative data will be addressed by the utilization of clear and concise charts, graphs, and corresponding data which could be easily replicated and measured. And the issue of credibility will be addressed by quoting survey participants directly.

Chapter 4: Findings

At the end of the survey period, of the 509 invitees, 97 invitees completed the survey with 70 fully completed and 27 partially completed surveys. That translated into a response rate of 19% of total, 14% of fully completed, and 5% of partially completed surveys. Only completed surveys were utilized for the purposes of this research. Although the initial plan was to roll out the survey once with two reminders throughout the survey period, slight adjustments to the plan needed to be made whereby the survey was rolled out twice instead of just once in order to mitigate any Government of Alberta legislated Freedom of Information and Protection of Privacy (FOIPP) concerns that might arise. The FOIPP act requires a full disclosure on data being collected from participants and the purpose behind the collection of the data. The Act also requires disclosure on steps being taken to ensure complete protection of privacy of collected participant data. As the Strategic Financial Services (SFS) Sector at Alberta Education is authorized to interact with school authority level personnel, the FOIPP team needed to be consulted to confirm that it would be ok to reach out to the school level participants to collect data. In order to provide adequate time for the consultation process, the survey was first rolled out to all the Superintendents and Secretary Treasurers for public school authorities, private school authorities, and private Early Childhood Services (ECS) operators. Following FOIPP team approval for collection of data from school level participants, the survey was further rolled out to additional school level registrants of various SFS administered training sessions over the past two years. The time period for completion of the survey by the school authority personnel was between the 14th of July, 2017 and the 8th of August, 2017. And the time period for completion of the survey for school personnel was between the 25th of July, 2017 and the 15th of August, 2017. Due to logistical reasons, for each group of survey takers,

one reminder was sent out approximately halfway through the survey period. As the survey was rolled out each time towards the end of the work week, the decision was made to send a reminder ten days following the survey rollout in order not to overwhelm the prospective respondents.

As assured in the consent form (Appendix A), the research was exclusively focused on completed surveys with a completion timestamp. As a result, the 70 fully completed surveys formed the basis of the analysis of collected data (see Appendix C). The findings from different sections of the survey are presented next.

Demographic Data

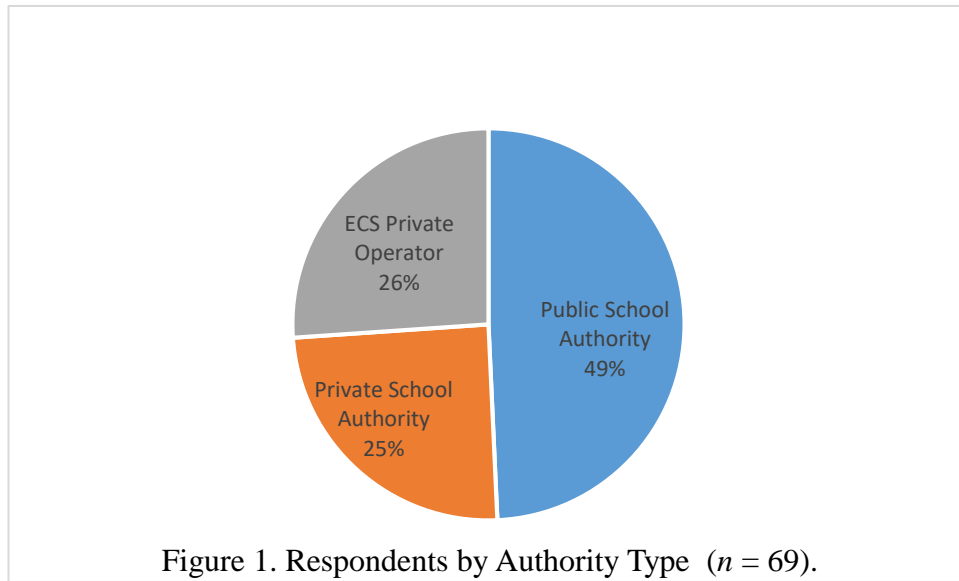
A distribution of survey respondent data by authority type (Table 2) illustrates that approximately 30% of public school authority invitees, 10% of private school authority invitees, and under 10% of ECS Private Operator invitees responded to the survey in its entirety. Overall, approximately 15% of all invitees completed the survey¹.

	Public School Authority	Private School Authority	ECS Private Operator	Total
Invitees	109	168	232	509
Respondents with Complete Surveys	34	17	18	69
Response Rates	31%	10%	8%	14%

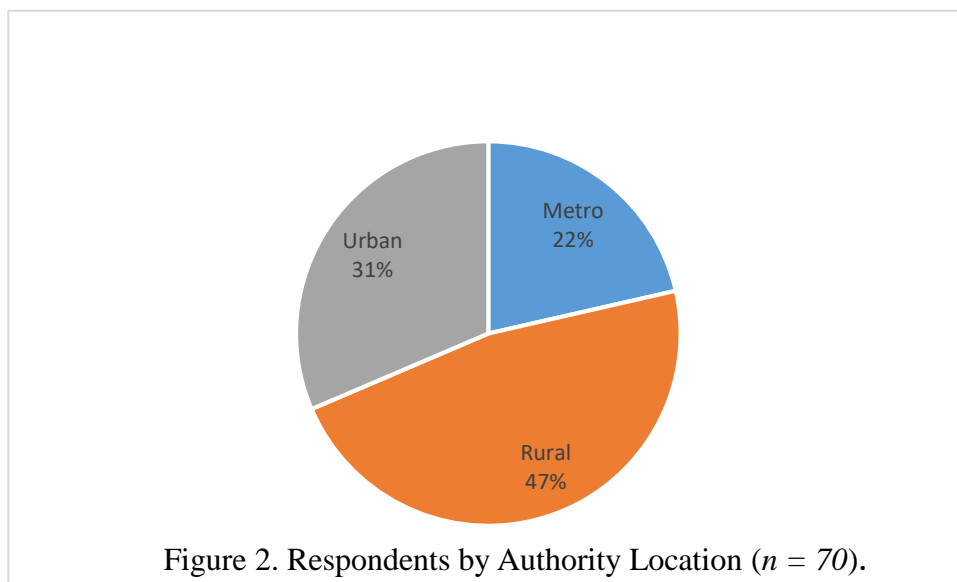
Table 2: Survey Respondent Distribution by Authority Type

¹ One participant did not respond to the question on authority type.

A distribution of respondents for completed surveys by school authority type (Figure 1) identifies approximately half of the respondents as being from public school authorities, about a quarter of them from private school authorities and another quarter from private school authorities.



A distribution of respondent data by school authority location (Figure 2) describes that there were approximately 50% rural, 30% urban, and 20% metro respondents to the survey.



Besides, approximately half of the respondents to the survey identified themselves as Secretary Treasurers, roughly 5% superintendents, and the remaining respondents had some other designations such as director, finance manager, business administrator, and principal etc.

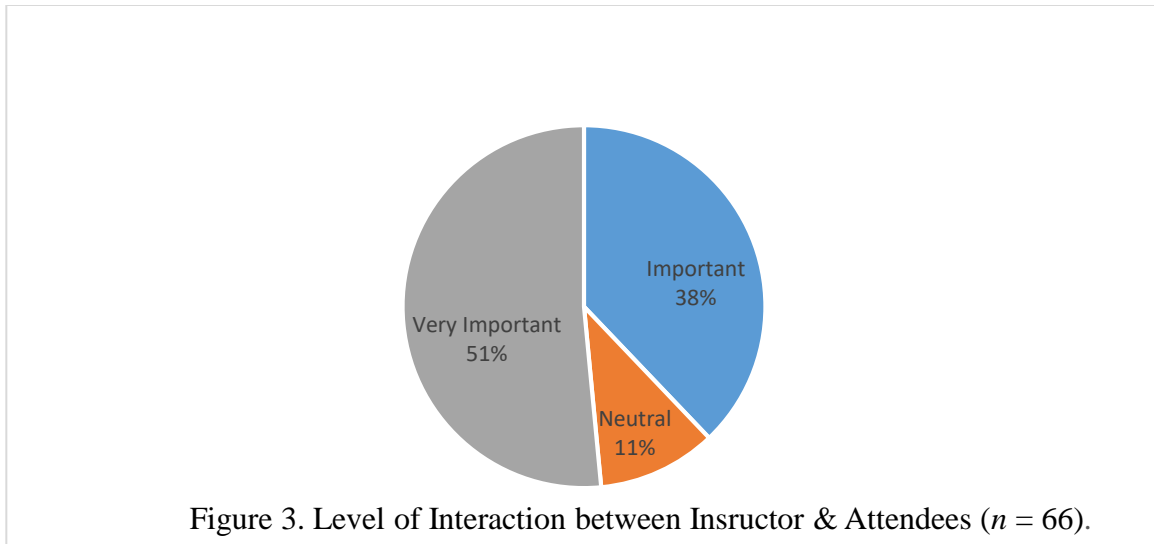
Registration & Attendance

In response to the survey question on how many sessions did the respondents end up attending for which they were registered, 73% responded that they attended all of the sessions they registered for, 13% attended a few of the sessions, and another 14% did not attend any of the sessions they registered for. As for the reasons behind their limited or non-attendance for those respondents who had attended some or none of the sessions they registered for, the three most common factors described were: timing of a session, distance to a training center, and other work-related commitments with priority tasks requiring immediate attention. As one respondent described:

“The timing of the Seminar, compared to the needs of the schools or submissions that are required at that time - Distance to travel if it is only located in certain cities of Alberta.”

Significance Placed on Level of Interaction by Participants

When it came to the significance placed on the level of interaction between an instructor and attendees, approximately 50% of the survey respondents felt that it was very important, approximately 40% felt that it was important, while another 10% were neutral in their response to the question (Figure 3). None of the respondents selected the unimportant options.



As to the reasons behind placing such a significance to interaction between instructor and trainees, the most frequently mentioned themes were: being able to ask questions, clarifying issues, and exchanging perspectives. A few of the responses were:

“Ability to ask questions and easily have a back-and-forth dialogue about the information presented.”

“To obtain clarifications instantly.”

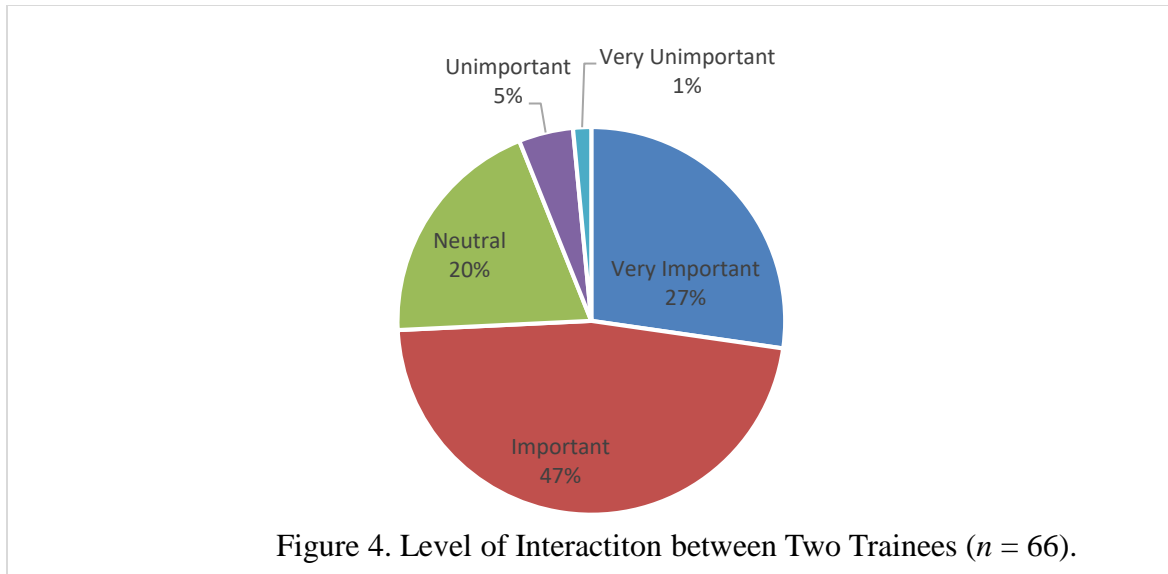
“Better exchange of perspectives. Allows for clearer communications and feedback.”

However, a few other themes emerged as well: relationship building and being appreciated for job well done. Those themes were captured by a few of the responses:

“Like to get to know finance people.”

“I feel informed and encouraged that I am on the right track and doing my job well.”

Similarly, when it came to the significance provided to the level of interaction between two different trainees in a training session, 27% felt that it was very important, 47% felt that it was important, 20% chose neutral, and approximately 5% felt that it was unimportant (Figure 4).



As to the reasons behind placing such significance to interaction between different trainees (74% of respondents who either responded interaction between trainees as being very important or important), key themes that emerged were: having similar concerns as with other trainees, learning from shared experiences, learning from differing opinions and strategies, and being able to network with other authorities. The themes were highlighted by a few of the responses:

“Often other trainees ask questions that pertain to my organization that I have not thought of so the interaction can be very helpful.”

“Different opinions and a variety of strategies.”

“Networking and sharing of experiences is an important learning tool.”

Level of Satisfaction from Various Modes of Training

With the intent to gain a solid understanding on what motivates or hinders a learner to attend a training session as far as delivery mode is concerned, the survey then collected more in-depth data on respondents’ perceptions, attitudes, and satisfaction levels on face-to-face, online, and blended modes of learning. Details of the findings are presented below.

Face-to-Face Training

In response to the question on whether participants were satisfied with the current mode of face-to-face learning at SFS Sector, a majority of the respondents (97%) were either very satisfied or satisfied with the current setting (Figure 5).

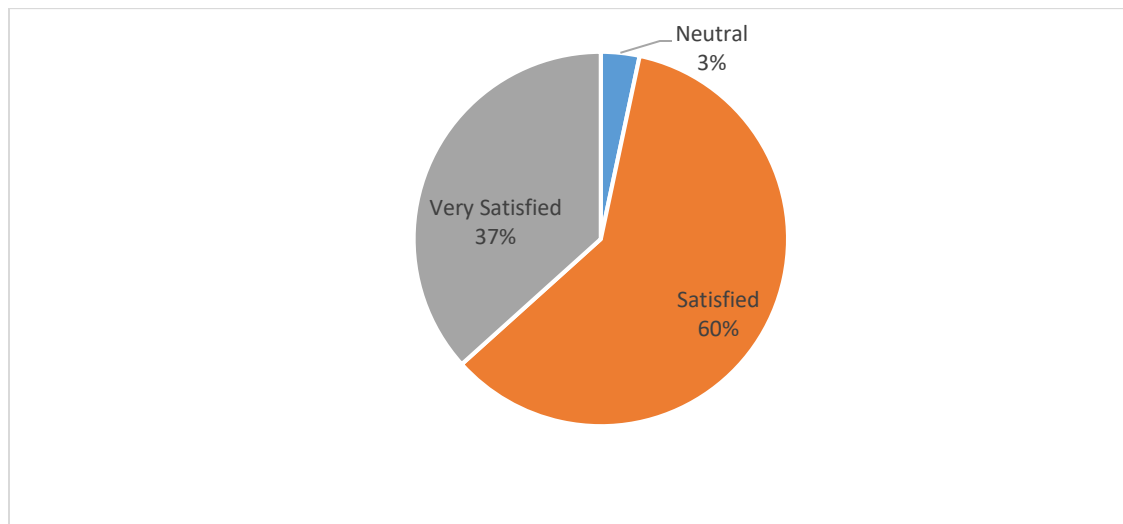


Figure 5. Satisfaction with F2F Mode of Training ($n = 60$).

On the question of how many of the respondents were exposed to or experienced with other modes of learning, a majority of them (63%) responded that they attended at least one online or blended learning session.

On the question on what characteristics would be important to make a face-to-face learning session a success, 59 survey participants responded. Reduced travel time was the most frequently mentioned theme in response to the question on key characteristics in making a face-to-face learning session successful. A few of the responses were:

“In order for it to be a success, having a few session options for training dates/times and also having them easy to Travel to would be important.”

“Travel, timing, opportunity for interaction, important new information that impacts our program.”

“Quality instruction, convenient dates and times selected.”

While highlighting a few of the perceived benefits of face-to-face mode of training, respondents attributed face-to-face modes superior interaction, better communication, better networking opportunities, and lesser distractions as being a few of the key features, as captured in a few of the responses:

“The interaction with trainers and other participants.”

“Deeper communication, better read on body language, better connection to other participants ... Biggest is time away to focus on an issue, trying do this stuff off the coffee table in evenings is not as productive.”

“More engaging, synergy, network with others.”

As to the disadvantages of face-to-face mode of learning, the lack of flexibility with location, capacity, schedule, and material presented, travel cost², and time away from work were a few of the factors highlighted through the responses:

“Setting up times, capacity and catering to a wide range of experiences.”

“Inconvenience of the scheduling and travel. Sometimes participants with a particular need dominate the session.”

“The timing might not be right for the trainees. No flexibility for the trainee to take the course when free.”

Online Training

On the question on what characteristics would be important to make an online learning session successful, 61 of the possible 70 participants responded. Of the 61 respondents to the question, 41 respondents indicated that they had previously experienced either an entirely online training or a combination of online and face-to-face training. In response to the question, the three themes that appeared to be the most frequently mentioned were: easy to use technology,

² Travel costs are not provided by SFS for administered training.

opportunity for interaction, and minimal interruption during training. A few of the responses from those survey participants with direct online learning experience were:

“No interruptions good technology – no problems with connection.”

“Asynchronous interaction, discussion forums, various means of content presentation, alternative assessments, content must be planned out in advance of development.”

One respondent with no prior experience with online learning stated the following in response to the success factor question for online learning, “Easy to use platform. Convenient time frames.”

However, there were other responses from a few experienced participants that were more direct:

“On line training only works for small groups”.

“I am not a fan of online training.”

As to the perceived advantages of online training, convenience, flexibility, low cost, and time savings were stated by the respondents. A few of the responses from experienced online training participants were:

“Convenience of doing the training on your own schedule, at your own facility.”

“Location flexibility.”

Another respondent with no prior experience with online training stated the following as perceived advantages of online learning, “Time saving and cost saving.”

In response to the question on perceived disadvantages of online training, limited interaction, lack of personal touch, possibility of interruption, and lack of proper infrastructure etc. were highlighted through the responses. As one respondent with no prior exposure to online learning stated, “Human interaction not there.”

There were also respondents with experience in online learning mode who highlighted a few disadvantages with online learning:

“It seems to be less personal and without everyone having the same technologies, sometimes communication is restricted to just listening for some.”

“Interruptions are inevitable if you are not physically away from the office.”

Blended Training

On the question on what characteristics would be important to make a blended learning session successful, 62 participants responded. Of the 62 respondents to the question, 42 respondents indicated that they had previously experienced either an entirely online training or a combination of online and face-to-face training. Since it was not asked, there was no way to distinguish between the two groups of respondents, those who had exposure to only online training and those with exposure to more of a blended training environment. The recurring theme on what entails a successful blended learning environment is to provide a worthy balance between the face-to-face and online components of training. A few of the respondents with previous experience with blended learning prefer the online component first followed by the face-to-face training:

“Structure it so most, if not all of the training can be done online and make the face to face session more about getting clarity and going deeper into issues.”

“The web based could be presenting information and the in class would be for learning with our colleagues, sharing with each other the realities that face us on a day to day basis.”

One respondent with no prior experience with blended learning stated the following in response to the success factor question for online learning, “Have the online component first. Clarification and info sharing can occur during the follow up face to face.”

However, there were those respondents who saw no benefit from blended learning irrespective of the format:

“I don't see a scenario where this is better than either pure online or pure face to face.”

“Don't think splitting them up is a good idea. You might have less people attending either session.”

Finally, the potentials of a blended environment were also observed by a few respondents with previous exposure to blended mode of learning:

“Changes the day up, fresh interaction & possibly smaller class size.”

“You get the best of both worlds. I like the idea of splitting the time no matter what format you select.”

On a different question on the advantages of a blended environment, a few of the respondents with blended learning experience had similar responses, that it would result in combining the best of face-to-face and online training:

“A good combination of flexibility and getting direct help on issues that are encountered.”

“Best of both worlds, enhances effectiveness, simplifies logistics, cost effective, allows for control over training, develops soft skills, provides feedback on performance.”

“A trainee gets best of both plus flexibility.”

Some of the participants stated that the lapse in time between in-class and online components of a blended learning environment that offers the opportunity to review initial learning either through face-to-face or online training followed by an in-depth discussion on issues identified on the other mode is a potential advantage of blended learning:

“The face-to-face would introduce participants to each other that would allow for peer mentorship with the on-line component.”

“time to think in questions and then solve them in the online session”

“Might give the opportunity to go through and digest the course info and then bring questions to a face-to-face session.”

As to the perceived disadvantages of a blended training format, the loss of momentum due to time lapse between the online and face-to-face components of learning, travel time due to face-to-face component, and additional time commitment due to the two different formats

showed up through the survey responses. As one respondent with no prior experience with blended learning stated, “loss of momentum of learning depending on time frame between sessions”. Even a few of the respondents with previous exposure to blended or online learning stated the same as highlighted in one of their responses, “Might be too long of time between online course and in person session to effectively absorb course content”.

Even a few of the respondents with blended learning experience highlighted a few perceived disadvantages with blended mode of learning:

“Would still require travel and expenses and again face to face can get bogged down in questions”

“If I'm already taking the time to travel somewhere, and likely already have to have a hotel if the training is first thing in the morning, it makes more sense to me to have the whole training face to face. Travelling for more time than you have a session is not worth it to me.”

“Commitment across multiple days.”

Willingness to Attend Sessions in Different Modes

The next set of questions in the survey builds on the previous questions and collects data on participants' willingness to attend various modes of training given certain conditions. The first question pertains to adding direct interactions between instructor and trainee and amongst trainees to make a training session more or less attractive. A majority of respondents (approximately 60%) felt that adding interaction between the instructor and trainees and amongst trainees would make the training session more attractive (Figure 6).

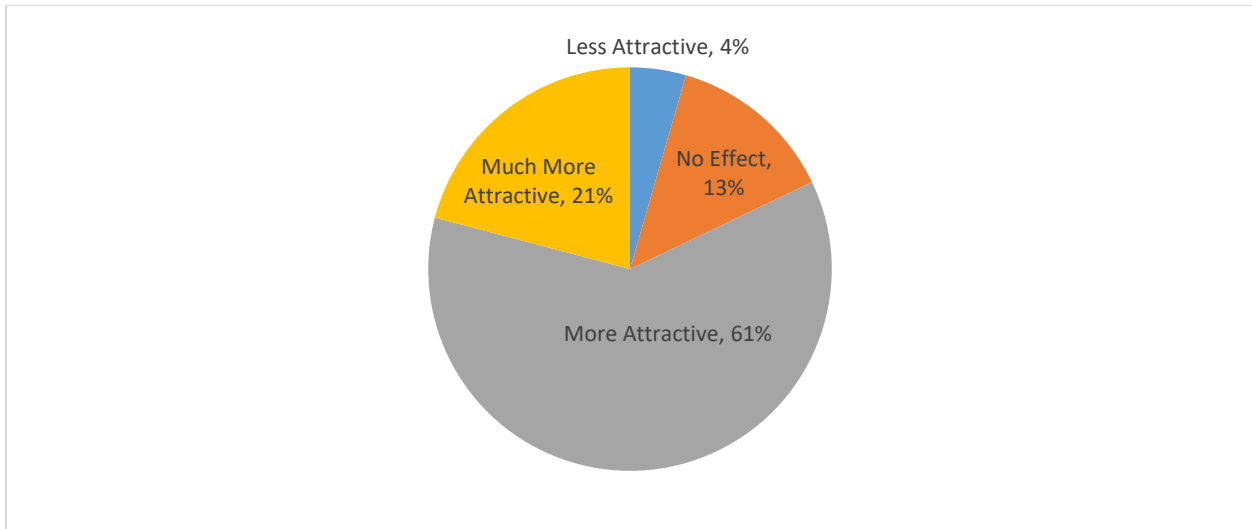


Figure 6. Training Attractiveness based on Added Interaction ($n = 67$).

On the question of how willing the respondents would be to attend an online session given no other choice, 84% responded that they would be open to the possibility to attend one of the online sessions while less than 6% would not be keen in attending the same, as highlighted in Figure 7. Similarly, a majority (73%) of respondents would consider attending a blended learning session given no other choice while less than 10% would not consider attending a blended session.

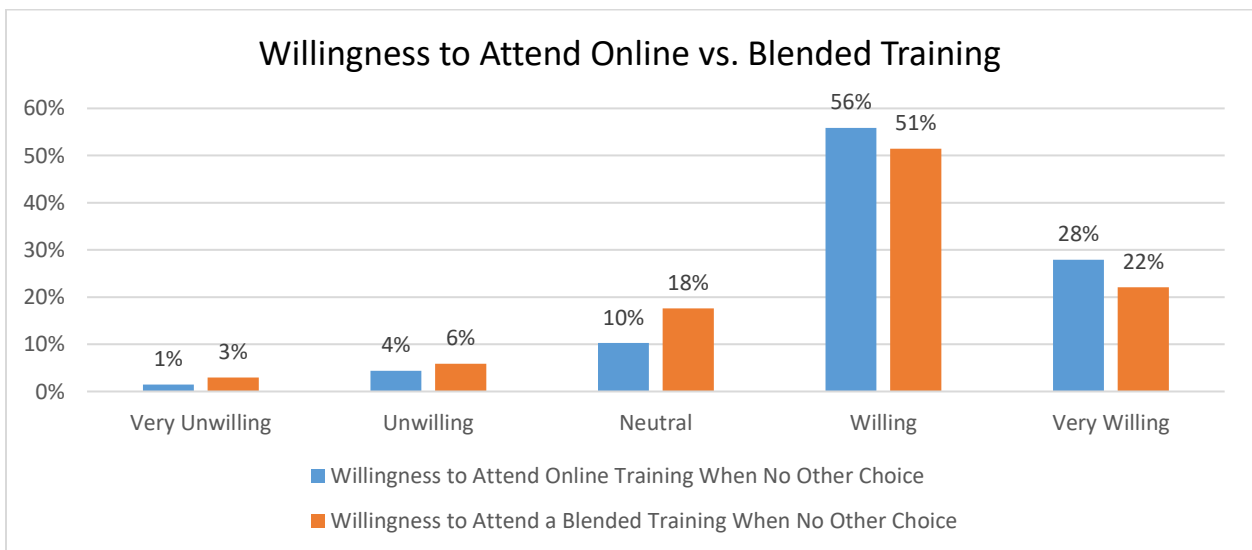


Figure 7. Willingness to Attend Online vs. Blended Training when No Other Choice ($n = 70$).

Interest in Different Online Learning Tools

The next set of questions in the survey was designed to collect data on participants’ interest in various online training tools (eg. Webinar, Webcast, and Asynchronous tools) as defined in the survey (Appendix B). In general, respondents have shown considerable interest in all three of the training tools presented to them as captured through the responses: 77%, 66%, and 69% respondents were either very interested or interested in Webinar, Webcast, and Asynchronous Training respectively. The interest levels in each tool are captured in Figure 8.

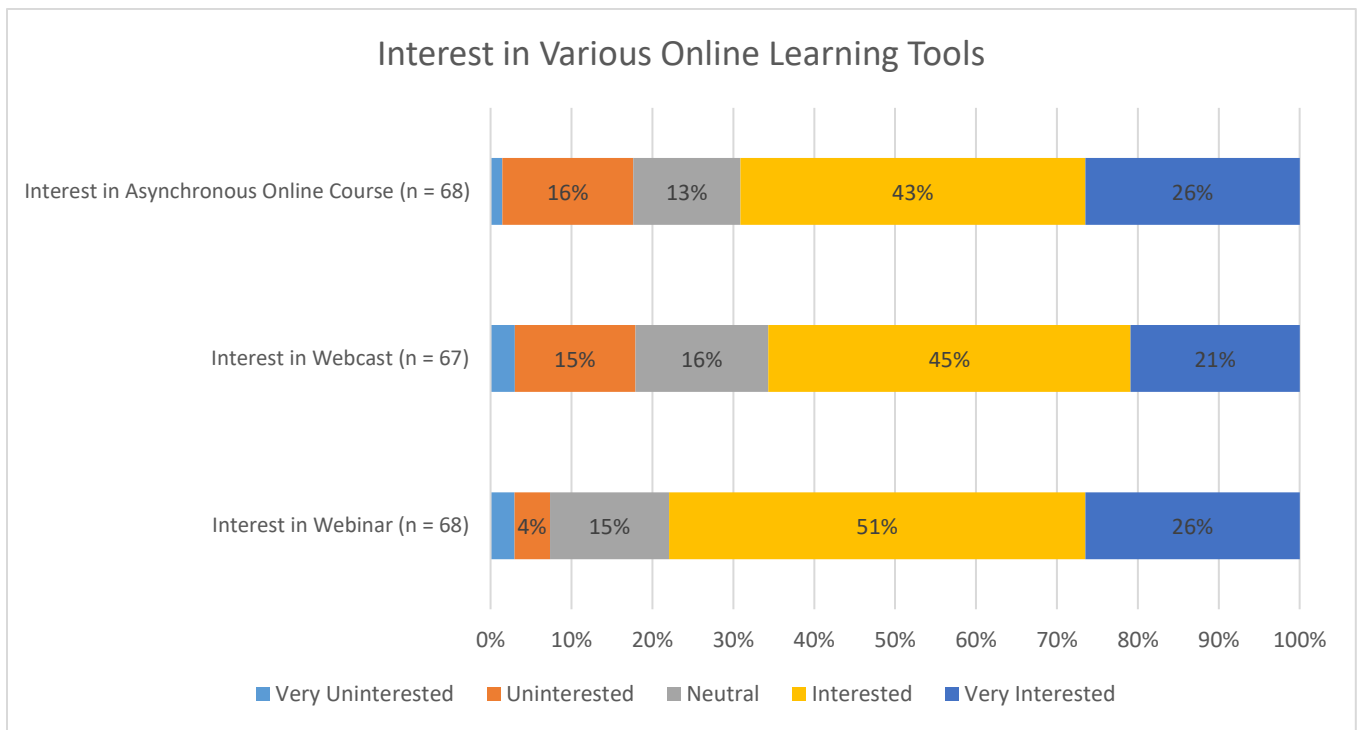


Figure 8. Interest in Various Online Learning Tools.

Preferential Ranking on Different Modes of Learning & Reasons for Rankings

When it came to preferential ranking of different modes of training, 68% responded face-to-face mode of training as being their first preference. That was followed by online (22%) and blended (10%) trainings respectively. Approximately half of the respondents ranked blended

training as their second choice, and just under half of the respondents ranked online training as their third choice. The detailed results are documented in Table 3.

	Face-to-Face Training	Online Training	Blended Training	Total
1- Most Preferred	68%	22%	10%	100% (<i>n</i> = 69)
2- Second Preferred	16%	34%	50%	100% (<i>n</i> = 68)
3- Least Preferred	15%	47%	38%	100% (<i>n</i> = 60)

Table 3: Preferential Rankings of Different Modes of Training

The preferential rankings of various training modes prompted further examination of collected survey data in order to establish if there was any difference between rural vs. more urban participants in relation to different learning delivery methods, as it had already been learnt that being further away from an F2F training location might affect perception of training participants. In order to accomplish such an examination, the collected data on school authority classification, number of sessions attended, and preferential ranking of different modes of learning were compared. Chi-square tests were utilized to compare these variables to identify if there were any statistically significant differences (see Appendix D).

The comparison reveals the following statistically significant interdependencies: a) F2F Ranking and Number of Sessions, and b) Online Ranking and Rural vs. Urban/Metro Boards. The following two sections present the findings on preferential ranking dependencies to the other identified variables:

Chi-Square Analysis of F2F Ranking & the Number of Sessions Attended

Number of Sessions Attended by Participant					
			None or Some	All	Total
F2F Ranking	1	% within Number of Sessions	50%	81%	73%
	2	% within Number of Sessions	31%	9%	14%
	3	% within Number of Sessions	19%	11%	13%
	Total	% within Number of Sessions	100% (n = 16)	100% (n = 47)	100% (n = 63)

Table 4: F2F Rankings & Number of Sessions Attended (n = 63)

As can be seen by the frequencies cross tabulated in Table 4, there is a significant relationship between F2F Ranking and Number of Sessions attended ($X^2 (2, n = 63) = 6.50, p < .05$). Those respondents who had attended none or a few of the SFS Sector administered F2F training sessions were least inclined to rank the F2F mode of learning as being their first preference (50%) as compared to those who had attended all of the sessions they were registered for (81%).

Chi-Square Analysis of Online Ranking & Rural vs. Urban/Metro Boards

Rural vs. Urban/Metro					
			Rural	Urban/Metro	Total
Online Ranking	1	% within Rural vs. Urban/Metro	22%	23%	22%
	2	% within Rural vs. Urban/Metro	50%	23%	36%
	3	% within Number of Sessions	28%	54%	42%
	Total	% within Number of Sessions	100% (n = 32)	100% (n = 35)	100% (n = 67)

Table 5: Online Ranking vs. Rural & Urban/Metro Distinctions (n = 67)

There is also a significant relationship between Online Ranking and Rural vs. Urban/Metro boards ($X^2 (2, n = 67) = 6.18, p < .05$), as highlighted in Table 5. Whereas 50% of the rural respondents selected online training as being their second choice, 23% of the urban/metro group of respondents did the same. Consequently, 28% of rural respondents selected online training as being their third choice as compared to 54% of the urban/metro respondents.

Rationale behind Rankings

As for the reasons behind the preference towards F2F mode of training by a large number of respondents, they attributed it to a) compatibility with their personal learning styles, b) opportunity for human interaction, c) opportunity for networking, and d) familiarity. These attributes display through a few of the responses:

“It boils down to one's learning style. I prefer interaction and practical at the same time.”

“I enjoy the interaction of the Face-to-Face sessions, I find I learn more. Blended would be second choice, as I've never attended a session like this, but interested in doing so. Online is third as I find sometimes I loose [*sic*] track of thought.”

“I like the networking and hearing about things that work and when they didn't how to fix it.”

“Highest rating for what I am most familiar with.”

Chapter 5: Discussion & Conclusion

The discussion on the findings is broken down based on respondent registration and attendance information, level of interaction, and the level of perception and satisfaction towards various modes of training. The discussion on the level of perception and satisfaction towards different modes of learning is further broken down into face-to-face (F2F), online, and blended modes of learning. Subsequent to that, respondents' willingness to attend training in different modes, interest in different online learning tools, preferential rankings of different learning modes, and respondent demographic data are discussed. Finally, key findings through the survey responses are presented and contextualized as a quick snapshot for ease of understanding.

Registration & Attendance

When registration and attendance data is evaluated, the results reflect the way the sample was chosen. The survey response data indicated three probable reasons for respondents not attending registered sessions: a) timing of the training sessions, b) distance to training centres, especially for prospective attendees who are not based either in Edmonton or Calgary, and c) shifting and conflicting work demands. This finding aligns with the literature on time, distance, and schedule-conflict acting as probable barriers to learning (Batalla-Busquet et al., 2013; Warner, 2016).

Level of Interaction

Based on survey respondents' ratings on level of interaction, a majority of respondents deemed the level of interaction between an instructor and trainees and between different trainees to be quite important. The survey data reveals that those who considered level of interactions to be important were more likely to prefer face-to-face over other modes of training. This finding is consistent with Senn's (2008) attestation that those students who

prefer face-to-face contact with an instructor and other class members, also have a preference towards face-to-face learning delivery mode. Conversely, those respondents who were more likely to be accepting of either blended or online mode of training, placed less value to the level of interactions between instructor and trainees and between trainees. The fact that a number of survey respondents reiterated that it was important for them to be able to ask questions, clarify issues, exchange perspectives, and learn from shared experiences, differing opinions, and strategies might all have contributed in the respondents placing significance to the level of interactions between an instructor and a trainee and different trainees. That the respondents also placed value on building relationships, networking, and interacting one-on-one with instructor and other training attendees highlight the significance placed by respondents on a few of these less apparent yet presumed beneficial factors of high level of interaction. Further research might be able to establish a connection between a high level of social interaction during a training session and the development of social and communication skills and group cohesion. As described by Johnson and Johnson (as cited in Kreijns et al., 2003), “Collaborative learning leads to ... shared understanding ... It also provides opportunities for developing social and communication skills, developing positive attitudes towards co-members and learning material, and building social relationships and group cohesion” (p. 337). In the case of prospective participants, it might be important to be able to put names to faces, build relationships with instructors and other learners, and communicate and network with others attending the training session. These attributes might play roles in prospective participants’ decisions on whether to attend a training session or not.

Level of Perception and Satisfaction from Various Modes of Training

Face-to-Face Training

Survey respondents who had previously attended training sessions administered by the Strategic Financial Services (SFS) Sector highlighted a few of the intrinsic factors that they deemed to be important in making the current F2F mode of learning successful, such as flexibility with schedule, travel time, opportunity for interaction, small class size, and quality of instruction etc. That F2F mode of learning is perhaps more conducive to interaction resulting in satisfactory knowledge transfer is captured by the response from a survey participant with experience in both F2F and online modes of learning, “Have done online sessions and I didn't get somethings without about 3-4 more phone calls. With the face-to-face sessions I have not had to call to get clarification on anything so far.” The fact that F2F mode of learning is probably more likely to have social and group interactions resulting in knowledge share have been reported by Supanakorn-Davila et al. (2012) and Batalla-Busquets et al. (2013) in their research studies.

However, those respondents who had more of a preference for other modes of training, noted other characteristics as being important. One such response was, “I find that face to face is often frustrating because people learn at difference paces and the group can only go as fast as the slowest learner.”

A few of the respondents would prefer having multiple options for the same training session. As one respondent pointed out, having multiple options for training besides just the face-to-face mode might work the best for certain participants:

“The opportunity to possibly attend a Face-to-Face when possible, but have an on-line option when travel or circumstances don't allow. Also, doing a brief on-line preview before attending a session would ensure that the attendees are aware of the materials that will be covered and have some questions prepared to ask.”

The above comment by the respondent also might support blended learning, as described later.

The respondents appeared to value the opportunity provided for one-on-one interaction and networking as offered by the face-to-face mode of learning the most. However, the requirements for travel, time away from work, and training related expenses were a few of the pitfalls highlighted by a handful of the respondents.

There were a few respondents who would not consider attending a training session that is not delivered on a face-to-face mode based on their past experiences with other modes of learning. The likelihood of those respondents not opting for other delivery modes might also be due to their long-standing familiarity with the face-to-face mode of learning. As Henfridsson (2000) points out, a training participant's "technological frame", their assumptions, beliefs, and values about technology, that might create "ambiguity", the unclear nature of a project that generates differing interpretations, could potentially hinder their attendance in any other modes of training other than the one they are most familiar with. However, prospective participant's ambiguity, stemming from the uncertainty of an impending change in the learning delivery mode at an organization, and any corresponding breakdown during the process of implementation of the change, might also be a significant source of learning for the organization as it debates the future direction of administered training. Just because a change in the learning environment appeared to have garnered initial resistance from prospective participants in its early stages does not automatically result in the new delivery modes failure. With a learning of what might have caused the initial resistance from the participants may result in corrective measures that would in turn garner more acceptance from the participants.

Online Training³

The advantages of attending online asynchronous training sessions, convenience, flexibility, low cost, and time savings displayed prominently through the responses. The addition of easy-to-use technology, tutorial on how to use the training interface, asynchronous learning that takes place independent of time, and discussion forums were a few of the characteristics that were mentioned by the respondents to be important in making an online learning session a success. As one survey respondent noted that it would be important to be able to access a synchronous session that has been recorded in the future in case there were challenges with any of the concepts taught. As Means et al. (2009) observed, with the prospect of asynchronous learning where learning may occur at any time and place, challenges related to time and place may be removed with online learning.

However, respondents also felt that an online training session can potentially lack human touch, may result in human or technical interruptions, and may lack proper infrastructure, all of which may act as deterrents in them attending a session. As one respondent described online training as “Cold, impersonal, lack of time and space to do the training.” The possible disadvantages of online training as described by some of the respondents highlight a few of the negative connotations associated with online learning that have also been highlighted in the literature (Pappas, 2015; Artino, 2008).

Although some of the respondents were dismissive of joining an online training session based on their familiarity with the online environment, a large number of respondents might still consider joining a session provided an online platform that allows for synchronous two-way interactions and group discussions with minimal disruptions which is the hallmark of face-to-

³ Unless otherwise specified, an online training refers to asynchronous communication.

face training sessions. In that regard, it appears as though the preference by the participants is for the online learning environment to take on more and more characteristics of a conventional face-to-face mode of training. A few of the participants of the survey described the need to have the ability to access the training material at a later time which might point that even synchronous components should be offered asynchronously as well. Another theme that emerged frequently was the need for flexibility with taking online training by prospective participants. However, as research suggests (Long et al., 2009; Guthrie et al., 1994), any flexibility towards employee training could only be facilitated with the support of an organization's leadership and management team.

Some participants stated that different learners are probably at different points of the learning curve, so when designing an online learning environment, this should be a consideration. "In many face-to-face classes, faculty members cannot provide individualized ... learning experiences. Students who need extra time to understand certain concepts may be left behind" ("Exploring the Pros", 2013, p. 2). Hence, online learning could potentially be more accommodating of individualized learning than F2F learning, but only if it could deal with other characteristics of online learning which are required for it to be successful.

Blended Training

A well-designed and well-structured blended learning environment might incorporate key attributes of F2F and online forms of learning so that learning materials are taught more effectively while at the same time, maintain or reduce cost. As noted by one survey respondent, "Money can be saved, this can be a more efficient form of training, the personal touch will still be there, the easier aspects can be done through online means." A few other participants responded in a similar way. This finding aligns with Klein et al.'s (2006) assertion that learners

prefer face-to-face contact and Hilliard's (2015) finding that learners also seek ways to reduce costs associated with learning.

However, there were reservations by a few of the respondents towards a blended format of learning due to concerns over too much lapse time in-between the online and F2F training components resulting in loss of momentum and continuity besides due to the continued requirement for travel to attend the F2F component of the training session. In that regard, blended training may be designed in a way so as to "continue the momentum of learning", as raised by a few of the respondents, as it transitions from one format to the other by keeping attendees continually engaged. It may be that the respondents, when they refer to the continuation of the momentum of learning, would like to ensure that the time gap, if there is one, between the online and F2F components of the blended training, does not result in them losing the focus as well the knowledge they have already accumulated. Continued learning support, access to learning materials, and opportunity for discussions are a few ways the learning momentum might be maintained during the transition period. Besides, there may not necessarily be a time-lapse in-between the online and F2F components, especially given that the online component is often flexible.

Some of the respondents indicated that a blended learning environment may work for certain types of learning whereas other formats may be more suitable for other learning types. It may be that for an information session, an online mode of learning would be sufficient. However, in the case of a hands-on workshop where a specific application is taught, a blended learning environment may work; where, basic information can be shared online followed by a condensed F2F session where only complex concepts are discussed. For a blended approach to learning, the amount of time spent traveling, across the course, or the time away from work,

would need to be less than what is required for an F2F session. This way, a blended approach that requires fewer meetings, might make sense in certain situations. This finding concurs with what Thorne (2003) noted, “Find out what works best in your company’s culture” (p. 36).

Willingness to Attend in Different Modes of Training

Given their experience with various modes of training, a majority of the respondents felt that adding interaction between instructor and trainee and amongst trainees would certainly be beneficial for any modes of training. Similarly, a majority would be willing to try out either an online or a blended learning session given that no other choices are available. The findings are indicative of a broad consensus among participants that even though most of their primary experience was with F2F mode of learning and they have their own preferences towards specific delivery modes based on their experience, they would consider attending training sessions offered in other modes of learning to evaluate if the latter might work for their learning needs. As Maruping et al. (2015) noted, by empowering individuals and teams, an organization might create an environment where individuals would be willing to explore other forms of tools and technologies for their learning and training purposes.

Interest in Different Online Learning Tools

Consistent with respondents’ willingness to explore an online or a blended mode of learning is the findings on presented online learning tools; that a majority of respondents would be interested in trying out Webinar, Webcast, or other asynchronous learning tools as defined in the survey. This finding, in conjunction with that of respondents’ overall willingness to try out either a blended or an online mode of learning may support a change in their learning environment. Although a majority of the respondents had previous exposure or experience with either a purely online or a blended learning format, it is uncertain what effect that might had in

the way they had responded to the questions on their interest in other learning modes and tools and their willingness to try them out. Regardless, by “enhancing trainee perception of enablers and addressing concerns about potential barriers”, an organization might be able to enhance motivation to learn in any mode of learning (Klein et al., 2006, p. 698).

Preferential Rankings for Different Learning Modes

The fact that face-to-face training was the first preference for most respondents may not come as a surprise considering their familiarity and comfort with face-to-face learning, the current mode of training at the SFS Sector. One respondent noted, “Highest rating for what I am most familiar with”. For the sample population of this study, there was a slight preference for blended over an online learning mode. The fact that respondents value human touch and networking opportunities offered by face-to-face training was noted in the survey. At the same time, respondents appreciate potential time and cost savings offered by online training. The strength of blended learning is in the fact that it is a hybrid between an F2F and online learning creating an opportunity to break down learning material in a way that may deliver learning content more effectively. In the context of SFS administered training, one option may be to have a blended environment where an online high level overview of the specific topics covered for a training is followed by that of an in-class face-to-face session where more in-depth knowledge is obtained and shared for a lesser duration of time as compared to a pure face-to-face session. The online introduction will allow prospective attendees to have a general understanding of the topics covered so that the F2F session is more focused towards addressing specific inquiries or complex matters that are not easily addressable through the online part of the training.

A decision was made to further examine if certain variables were related to each other.

In order to obtain a deeper understanding of the factors influencing respondents' preferences towards different delivery modes, it was worth examining if respondents' preferential rankings of various delivery modes were influenced by their jurisdiction classifications and the numbers of sessions they attended. The following statistically significant relationships were found: a) The number of sessions attended vs. F2F preferential rankings, and b) Rural vs. Urban/Metro boards vs. Online preferential rankings. The authority participants who had attended all of the training sessions they had registered for preferred F2F mode of delivery vs. those participants who had attended none or some of the sessions. It is possible that those who attended all of the training sessions did not see the timing of the sessions or costs associated with the sessions as possible hindrances in them attending the sessions. Those respondents who could take advantage of the F2F sessions, and minimize the disadvantages associated with F2F sessions such as travel and costs, probably would be most likely to attend F2F sessions and rate the mode higher.

On the contrary, many of the registrants who could not attend any or could only attend some of the sessions they registered for indicated conflicting schedule as being one of the key reasons for their failure to attend all of the sessions. The conflicts in schedule might had been due to the timing of the year when training sessions were held. If they coincided with peak time in school authority and school operation cycles such as budget or new school year enrolment periods, that might had discouraged some registrants from attending the sessions they registered for. Similarly, those authority participants who classified themselves as members of rural boards had a higher preference towards an online environment vs. the urban/metro boards. The latter may be due to the fact that the required travel to an F2F session was an issue that online training could help address.

Even though, the respondents had their own preferences based on their individual learning styles, familiarity, and other attributes, they were also aware that their preferences needed to be balanced against the realities on the ground. One respondent articulated this:

“Personally I prefer to be Face-to-Face, but I am in charge of training the rest of the users in my division, and I know from experience that without a variety of methods/availability they will not attend. I am from a division of over 20 schools, and in the past 3 years, know of only 5 people who have attended training, either because "the sessions are always full", "they are not offered when we can go" or "my school won't pay for a sub and travel". Having more opportunities, even if they are self-directed is definitely the better option.”

Persistent challenges with administering face-to-face training sessions, such as faced by the Strategic Financial Services (SFS) Sector at Alberta Education, may trigger the desire to explore other modes of training. The challenges related to key attributes such as distance, space, availability, and opportunity for interaction display prominently in the minds of respondents in opting for a certain training delivery mode. This finding is consistent with the literature as flexibility with schedule, time, and space, and opportunity for social interaction were identified as key challenges needing to be addressed for a training session by Warner (2016), Valsamidis (2015), and Supanakorn-Davila et al. (2012) respectively.

Demographic Data and its Relation to the Type of Responses

The collected demographic data was examined in order to understand the interconnectivity between the types of responses obtained and that of the jurisdiction type or respondent's designation within each jurisdiction. A careful analysis of the demographic data consisting of respondent jurisdiction classification, number of sessions attended, and their preferential rankings towards different modes of training revealed statistically significant relationships as highlighted in previous section.

The Findings in Context

Below is a summary of a few significant findings from responses to the survey from a number of participants:

- Participants value human interaction and personal touch which F2F and blended mode of learning provide an opportunity to do.
- Participants value the opportunity to network. While opportunities to network are straightforward in F2F and that part of blended learning, it would need to be built into online learning via the way the instruction is structured.
- Participants value the opportunity to establish relationship which is more of a natural component with either F2F or blended forms of learning. While with online learning, learning could be structured in a way so as to increase opportunities for establishing relationships.
- Participants prefer not to be interrupted during a training session. They want to be able to focus entirely on the training material and not get distracted by other tasks at work. As F2F learning requires learners to be away from work or home and in a physical location, there is less chance of being interrupted by extraneous circumstances and focus could be primarily on learning. Same holds true with F2F component of blended learning. However, with online learning, the participant has more control over possible interruptions during the time of learning.
- Participants prefer continuity of already established learning modes based on their familiarity and comfort zone. In that regard, materials and support may be provided to help aid the transition into a different learning mode.

- Irrespective of their personal preferences, participants would be open to the possibility of trying out other modes of training given a conducive learning environment. This finding may act as a positive in case of an organizational decision to transition into a different learning mode. The organization may not need to spend considerable amount of time convincing employees about the possibility of the transition itself, if employees are already open to trying different learning modes.
- More participants would prefer a blended environment to that of a purely online course. The fact that a blended learning environment incorporates an F2F learning component which they are familiar with from current learning structure might have influenced their preference of blended learning over a purely online one.

The Broader Context

This study examines a delivery mode's influence on participant learning specifically in the professional setting. First, by collecting data from stakeholder attendees of a public sector administered learning sessions, the study attempts to analyze various intrinsic and extrinsic factors that potentially influenced participant's perception on a specific learning delivery mode. And second, by collecting and analyzing demographic and attendance data, the study notes possible relationships between a participant's preference towards a delivery method and the likelihood of him/her attending training sessions organized in that delivery mode. The study also examines survey data to try to better understand if a participant's location classification might affect his/her preference towards a delivery method.

The research is primarily focused on examining key attributes that may affect prospective attendees' participation and completion of learning sessions administered in different training modes. The research scope was limited to previous participants of Alberta Education Strategic

Financial Services (SFS) administered training, all of which are currently conducted in face-to-face (F2F) mode.

An organizational learning process may be viewed as a cycle of workshops that are repeated. As described in Figure 9, an organization’s understanding of participant perception on delivery modes may act as a component in the organization’s planning, design, and development of a learning solution including the selection of an appropriate learning delivery mode. Once the organization implements the learning solution, it might be able to identify if there are changes in the number of people who attend sessions. Following the observance of variance in number of attendees, practical and evidence-based recommendations may be offered for future enhancements to increase participation in organized training sessions. Based on those recommendations, the organization may need to repeat the cycle of processes starting with planning for further future enhancements. This research is focused on the initial stage of the process, where prospective participant’s perception and attitude towards various modes of learning inform their decision on whether or not to enrol and participate in a learning session. This understanding assists with planning and designing a learning solution for the organization.

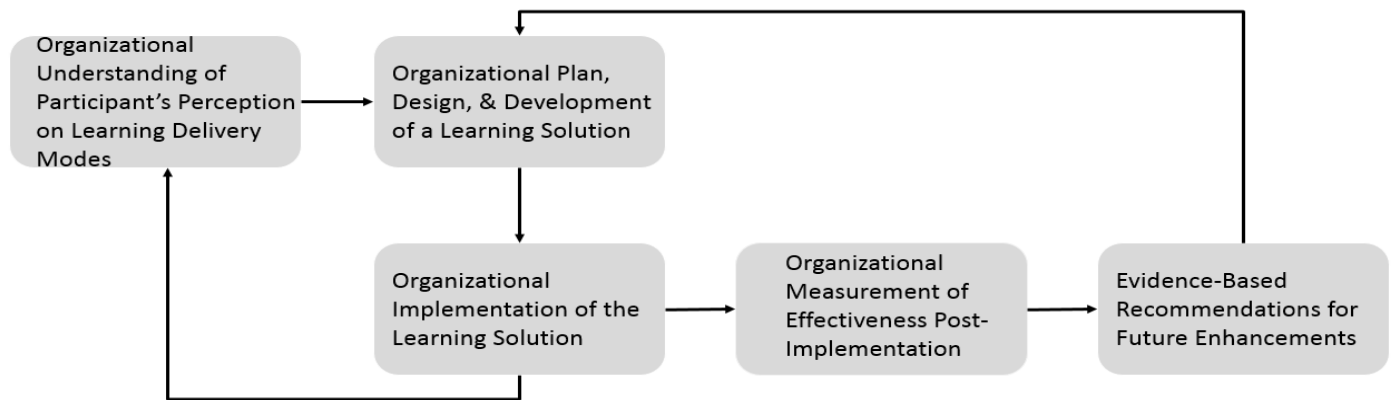


Figure 9. Organizational Learning Solution Process.

Limitations of the Study

The study utilized a survey to collect its qualitative data. Surveys are not an ideal way to collect qualitative data, so conducting interviews or focus groups might have provided a deeper understanding of participants.

This study only captures the perception of various learning modes from a limited number of survey participants. This is due to the way participants were recruited for the study, making the recruitment process a key limitation of the study. Besides, as the survey was rolled out during spring/summer break when school authorities and schools are closed, it likely limited the number of participants. If it had been introduced during another time of the year, perhaps fall when schools are back in session, it might have increased participation. The time available to complete the survey, the number of reminders sent to prospective participants to complete the survey could all have been adjusted to increase the chance of more participation from target group.

The survey instrument might also have been improved by asking more targeted questions in order to obtain more direct evidence. As an example, the question on survey participant's previous exposure to various modes of training might have been restructured to better distinguish between those who had taken online and blended training. The extraction of such clear distinction could have been useful for the purposes of this research.

The findings are also limited and reflective of the views held by only those SFS trainees who participated in the survey. It may not be indicative of the views held by the broader audience across the Province of Alberta education system or elsewhere.

Suggestions for Future Research

Future research may be carried out to better understand how different types of locations affect participation (such as rural/urban etc.) and how the findings could be incorporated in future design to best serve learning needs. In the future, it might also be worth exploring if there are other identifiable groups that might benefit from different delivery methods.

The study participants were primarily experienced with and exposed to the F2F learning delivery mode. Future research may be able to explore participant perception of different delivery modes for those participants with more learning experience in different delivery modes other than the F2F mode. Those experienced participants might hold a differing perspective in relation to various delivery modes of learning that may be identified with future research. In the future, participants can also be examined after a new delivery mode is introduced. There is also a need to research those who are potential trainees, but who have never signed up for training. Their perspective around the mode of delivery might be different, and important to note.

Another possible future research study pertains to investigating the optimal way to transition from one learning delivery method to another. There is also a need for examining the relative effectiveness of the different delivery modes. While this study examined the perceptions of the mode of delivery, research needs to be conducted around the effectiveness of the methods themselves.

In Conclusion

The original research question was, “How motivated prospective participants are to learn in a specific delivery mode and if offered in a different mode, which mode would they perceive as being the most effective for them for their learning purposes in their current

location?” The research focused on participant perceptions and attitudes towards different learning delivery modes and their attitudes around willingness to use those methods in the future. This research demonstrates that a number of participants’ perceptions are influenced by their exposure to different learning modes. However, even with their preferences, they would be open to the idea of learning in a different mode given an appropriate environment that is conducive to learning, if their current mode was no longer available. The research also establishes that prospective participants would slightly prefer a blended learning environment over that of an online one, in part due to their belief that a blended environment would combine potential benefits offered by both a face-to-face and online learning modes. This research did not directly address motivation. Participant motivation needs to be further researched in the future. Future research may be undertaken to get a better sense of the likelihood of trainees actually participating in a workshop using the different learning modes.

Organizations are continually seeking to come up with innovative ways to more effectively deliver learning content while at the same time, reduce cost with administering training. As highlighted in this research, in order to overcome challenges related to delivery of training, an organization might want to understand perceptions held by prospective participants towards different learning delivery modes. This understanding might also assist with the decision on whether or not to transition into a different delivery mode. Understanding potential participants’ perceptions and concerns on different learning delivery modes may also assist with increasing participation in administered training sessions.

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Appendix A – Invitation Letter and Informed Consent

Invitation Letter for Survey

Hello:

Considerable research have been conducted to study the effects of a delivery method (e.g. face-to-face, online) in a trainee's overall learning. However, most of the published research focus on academic setting, as opposed to real-life settings. A research project is being initiated to study how the delivery method influences learner's willingness to participate in a training session. To try to understand this, this research will collect and analyze data from prospective trainees.

As part of completion requirement of the MACT program at University of Alberta, Atif Alam is examining the attitudes around different delivery methods for training. The research project is also of interest to the Strategic Financial Services (SFS) sector in Alberta Education and SFS's training environment is the focus of this research. In the context of different delivery methods, the research process will also evaluate which delivery method is the most effective in delivering contents to the stakeholder trainees. Currently, the Sector administers information sessions and workshops for its stakeholders on its core services and applications throughout the year. While the information sessions offer details on essential services provided by different branches (e.g. School Finance, Financial Reporting & Accountability, Business Operations & Stakeholder Support, and Budget & Fiscal Analysis etc.), the workshops are designed to enhance understanding of various applications utilized by the Sector to collect and disseminate information (e.g. Funding Event System, Program Unit Funding System etc.).

- Atif Alam is the chief researcher for the project. The research is partially initiated by the completion requirements of a capstone project for Atif Alam's University of Alberta MA in Communication and Technology (MACT) program. Atif Alam is a Senior Business Information Analyst at School Finance branch of the SFS sector.
- The review process will analyze the current learning environment at SFS that may assist in identifying how to more effectively meet the training needs of SFS's primary stakeholder's (school authorities and schools) across the Province.
- The research is expected to provide information that may assist with future SFS learning plans.
- The following survey, in conjunction with the overall review being performed, is designed to evaluate different ways to deliver content to participants and participant preferences towards delivery methods in contemporary organizations in public setting.
- It is anticipated that the completion of the survey should take less than 20 minutes.
- The deadline for completion of the survey is the 14th of July, 2017.

Your completion of the anonymous survey is voluntary but highly appreciated. Due to its anonymous nature, no personal identifiable information is collected and no one will know who chooses to participate. Please click on the link below to participate in the research and complete the survey:

<http://surveys.education.gov.ab.ca/novi/n/SFSTraining.aspx>

Thank you for your time!

Informed Consent for Survey

Considerable research have been conducted to study the effects of a delivery method (e.g. face-to-face, online) in a trainee's overall learning. However, most of the published research focus on academic setting, as opposed to real-life settings. A research project is being initiated to study how the delivery method influences learner's willingness to participate in a training session. To try to understand this, this research will collect and analyze data from prospective trainees.

You have been selected to participate in this survey due to you signing up to attend one of the learning sessions administered by the Strategic Financial Services (SFS) sector. The survey is designed to understand if there are other viable alternatives to the current method of delivery for SFS training. Your response to the survey is voluntary. However, your response will assist in obtaining valuable information that may help in establishing the future direction for training administered by the Sector.

- By participating in the survey, you may gain additional knowledge on sector initiated training. However, there may not be any direct benefits from participation in the survey.
- The survey will also partially fulfil Atif Alam's University of Alberta MA in Communication and Technology (MACT) capstone project requirement.
- Data is collected anonymously and is confidential. As a result, Alberta Education will not know who has completed the survey. Data collected is locally stored in-house within Alberta Education servers.
- The collected data will only be used to assess your current and future training needs and will not be shared with any other parties other than Alberta Education Strategic Financial Services (SFS) sector and Atif Alam's MACT capstone project.
- You may opt out of completing the survey at any moment up until you have clicked the 'Submit' button at which point response data is collected and compiled. This is due to the anonymous collection of data that cannot be retrieved once submitted.
- If you have chosen to leave the survey prior to submitting it, none of your data will be collected and used.
- By completing the survey, you agree to the use of the data for research on your training needs.

If you have any questions on the survey or need further clarifications, please contact Atif Alam, Senior Business Information Analyst at SFS sector, at (780)422-5236 or by email at atif.alam@gov.ab.ca or MACT supervisor, Dr. Stanley Varnhagen, Faculty Service Officer at University of Alberta Faculty of Extension, at (780)492-3641 or by email at stanley.varnhagen@ualberta.ca.

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615. This office has no direct involvement with this project.

Appendix B – Survey
Training Session Survey

Question	Answer
1. Please specify your jurisdiction type.	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Early Childhood Services (ECS) Operator
2. How is your jurisdiction location classified? (Metro Boards are located in one of Alberta’s two largest cities: Edmonton or Calgary; Urban Boards are located in one of the following cities: Red Deer, Lethbridge, Medicine Hat, Fort McMurray, Grande Prairie, St. Albert, Sherwood Park, Spruce Grove, or Stony Plane; All other boards are considered Rural Boards)	<input type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> Metro
3. What is your job designation within your school jurisdiction?	<input type="checkbox"/> Superintendent <input type="checkbox"/> Secretary Treasurer <input type="checkbox"/> Other, Specify:

Please check from options provided or describe the direction you would like to see with training.

Question	Answer
4. In the past 5 years, how many SFS administered training sessions have you registered for?	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2-3 <input type="checkbox"/> 4-5 <input type="checkbox"/> 6 or more
5. Of the session/s you registered for, how many were you able to attend?	<input type="checkbox"/> All <input type="checkbox"/> Some <input type="checkbox"/> None

<p>6. If you have not attended a training session for which you registered, what kept you from attending?</p>	<p>Please specify:</p>
<p>7. How important is the interaction between instructor and trainee at a training session for you to learn the material?</p>	<p><input type="checkbox"/> Very Important <input type="checkbox"/> Important <input type="checkbox"/> Neutral <input type="checkbox"/> Unimportant <input type="checkbox"/> Very Unimportant</p>
<p>8. If you have rated the interaction between instructor and trainee important to you, why?</p>	<p>Please specify:</p>
<p>9. How important is the interaction between different trainees (conversation among participants) at a training session for you to learn the material?</p>	<p><input type="checkbox"/> Very Important <input type="checkbox"/> Important <input type="checkbox"/> Neutral <input type="checkbox"/> Unimportant <input type="checkbox"/> Very Unimportant</p>
<p>10. If you have rated the interaction between trainees important to you, why?</p>	<p>Please specify:</p>
<p>11. How satisfied are you with what you learn through current face-to-face training sessions?</p>	<p><input type="checkbox"/> Very Satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very Unsatisfied <input type="checkbox"/> Not Applicable</p>
<p>12. Have you attended any sessions by any organization that were offered entirely online or were a mixture of online and face-to-face formats?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>
<p>13. For the purposes of this survey, Face-to-Face training is defined as an in-class training session that requires physical presence at a designated training centre at a</p>	<p>Please specify:</p>

<p>set time. For example, an eight-hour information session on SFS sector requires physical presence at either Edmonton or Calgary training location.</p> <p>From your understanding of face-to-face training, what characteristics (e.g. travel time, chance for interaction, flexibility) would be important to you to make face-to-face training sessions a success?</p>	
<p>14. What do you think might be the advantages of face-to-face in-class training?</p>	<p>Please specify:</p>
<p>15. What do you think might be the disadvantages of face-to-face in-class training?</p>	<p>Please specify:</p>
<p>16. For the purposes of this survey Online training is defined as training that is only offered over the Internet. For example, an online training session might be an eight-hour interactive web-based information session on SFS sector that allows two-way interaction between instructor and the trainee or trainee to trainee.</p> <p>From your understanding of online training, what characteristics would be important to you to make online training sessions a success?</p>	<p>Please specify:</p>
<p>17. What do you think might be the advantages of online training?</p>	<p>Please specify:</p>
<p>18. What do you think might be the disadvantages of online training?</p>	<p>Please specify:</p>
<p>19. For the purposes of this survey Blended training is training that is split between face-to-face and online. For example an eight-hour training session might be comprised of three hours of face-to-face in a class and five hours of online web based information session on SFS sector.</p>	<p>Please specify:</p>

<p>From your understanding of blended training, what characteristics would be important to you to make blended training sessions a success?</p>	
<p>20. What do you think might be the advantages of blended training?</p>	<p>Please specify:</p>
<p>21. What do you think might be the disadvantages of the blended training?</p>	<p>Please specify:</p>
<p>22. Would adding direct interaction between instructor and trainee, and between trainees make an online training session more or less attractive to you?</p>	<p> <input type="checkbox"/> Much More Attractive <input type="checkbox"/> More Attractive <input type="checkbox"/> No Effect <input type="checkbox"/> Less Attractive <input type="checkbox"/> Much Less Attractive </p>
<p>23. If a session you would like to take is not available as an only face-to-face session, but available as an online session, how willing would you be to try the online format?</p>	<p> <input type="checkbox"/> Very Willing <input type="checkbox"/> Willing <input type="checkbox"/> Neutral <input type="checkbox"/> Unwilling <input type="checkbox"/> Very Unwilling </p>
<p>24. If a session you would like to take is not available as an only face-to-face session, but available as a blended session (partly online and partly face-to-face), how willing would you be to try the blended format?</p>	<p> <input type="checkbox"/> Very Willing <input type="checkbox"/> Willing <input type="checkbox"/> Neutral <input type="checkbox"/> Unwilling <input type="checkbox"/> Very Unwilling </p>
<p>25. How interested would you be to take an online training using webinar (a tool for synchronous, real-time online interaction between an instructor and students and among students)?</p>	<p> <input type="checkbox"/> Very Interested <input type="checkbox"/> Interested <input type="checkbox"/> Neutral <input type="checkbox"/> Uninterested <input type="checkbox"/> Very Uninterested </p>
<p>26. How interested would you be to take an online training using webcast (a tool that allows for either synchronous real-time participation by a student or asynchronous flexible participation where the student can</p>	<p> <input type="checkbox"/> Very Interested <input type="checkbox"/> Interested <input type="checkbox"/> Neutral <input type="checkbox"/> Uninterested </p>

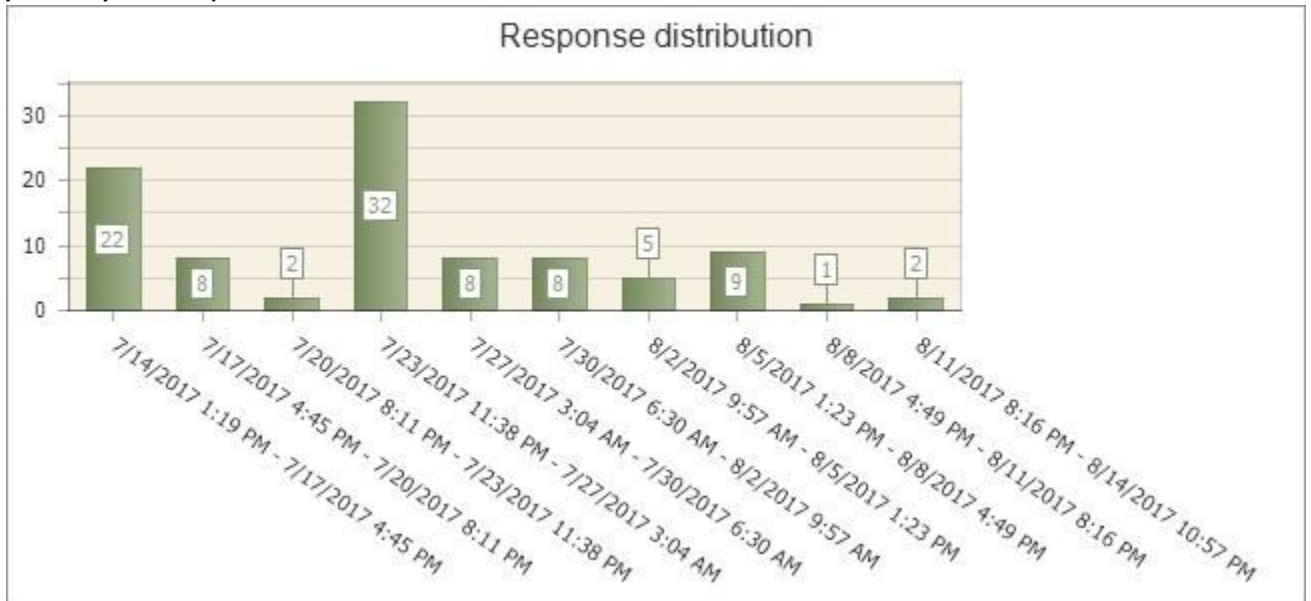
<p>participate at his/her convenience; with this tool, there is typically limited interaction between the instructor and students and among students)?</p>	<p><input type="checkbox"/> Very Uninterested</p>
<p>27. How interested would you be to take an asynchronous online course where you participate at your convenience, are able to download instruction materials, and be part of an asynchronous discussion forum with your classmates and instructor?</p>	<p><input type="checkbox"/> Very Interested <input type="checkbox"/> Interested <input type="checkbox"/> Neutral <input type="checkbox"/> Uninterested <input type="checkbox"/> Very Uninterested</p>
<p>28. Please rank your preferences for different delivery methods for training (1-Most Preferred, 3-Least Preferred).</p>	<p style="text-align: center;">1 2 3</p> <p>Face-to-Face Online Blended</p>
<p>29. Please indicate your reasons for your rankings.</p>	<p>Please specify:</p>
<p>30. What other topics would you like to see presented by SFS in the training sessions that are not currently offered?</p>	<p>Please specify:</p>

Do you have any additional comments or suggestions on how to improve the current training experience for you?

Appendix C - Survey Results

Survey	# Pages	# Questions	Date opened	Date closed	Responses	# Complete responses
Strategic Financial Services (SFS) Training Session Survey	7	30			97	70

Summary of surveys in the report



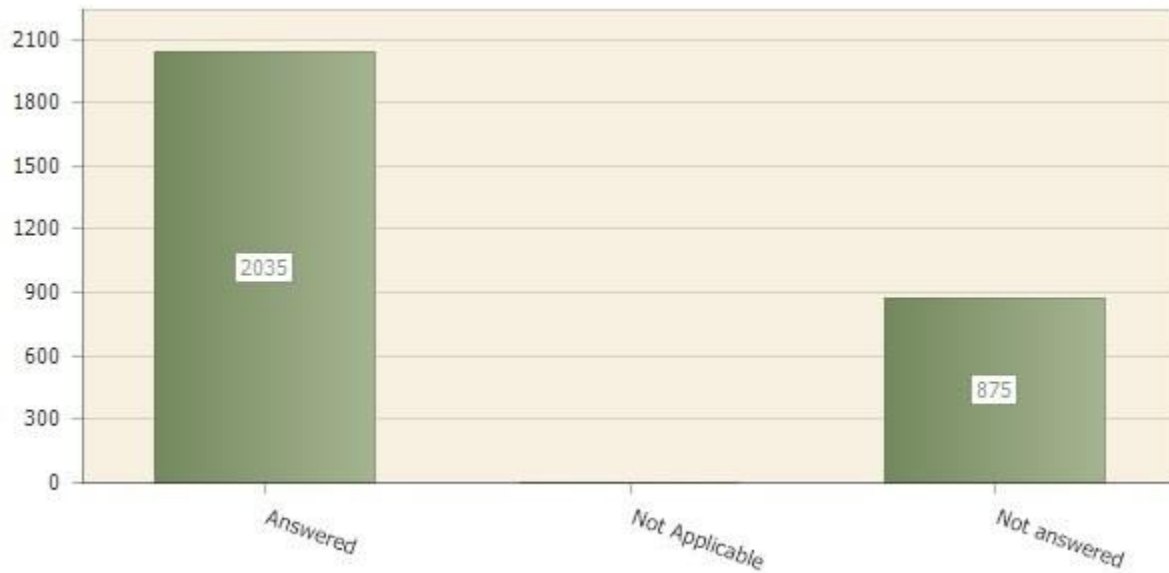
1. Survey Completion Summary

Response counts for survey 'Strategic Financial Services (SFS) Training Session Survey'

	Before filtering	After filtering
Partial responses (unique respondents)	27 (27)	27 (27)
Completed responses (unique respondents)	70 (70)	70 (70)

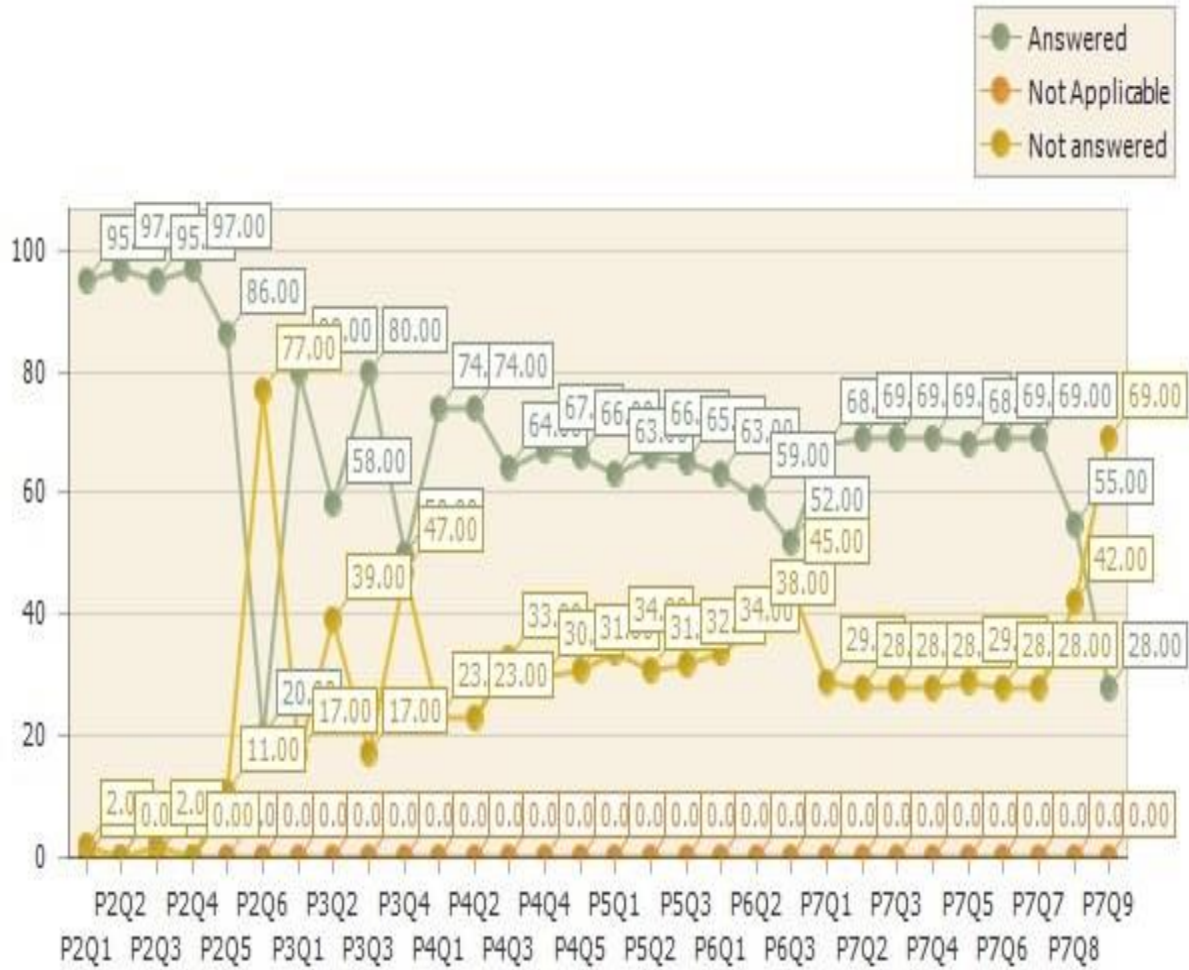
Strategic Financial Services (SFS) Training Session Survey

Overall statistics



	Question count
Answered	2035
Not Applicable	0
Not answered	875

Status per question



Question	Answered	Not Applicable	Not answered
P2Q1 – Please specify your jurisdiction type.	95	0	2
P2Q2 – How is your jurisdiction location classified?	97	0	0
P2Q3 – What is your job designation within your school j...	95	0	2
P2Q4 – In the past 5 years, how many SFS administered tr...	97	0	0
P2Q5 – Of the session/s you registered for, how many wer...	86	0	11
P2Q6 – If you have not attended a training session for w...	20	0	77
P3Q1 – How important is the interaction between instruct...	80	0	17
P3Q2 – If you have rated the interaction between instruc...	58	0	39
P3Q3 – How important is the interaction between differen...	80	0	17
P3Q4 – If you have rated the interaction between trainee...	50	0	47
P4Q1 – How satisfied are you with what you learn through...	74	0	23
P4Q2 – Have you attended any sessions by any organizatio...	74	0	23
P4Q3 – For the purposes of this survey, Face-to-Face tra...	64	0	33
P4Q4 – What do you think might be the advantages of face...	67	0	30
P4Q5 – What do you think might be the disadvantages of f...	66	0	31
P5Q1 – For the purposes of this survey Online training i...	63	0	34
P5Q2 – What do you think might be the advantages of onli...	66	0	31
P5Q3 – What do you think might be the disadvantages of o...	65	0	32
P6Q1 – For the purposes of this survey Blended training ...	63	0	34
P6Q2 – What do you think might be the advantages of blen...	59	0	38
P6Q3 – What do you think might be the disadvantages of t...	52	0	45
P7Q1 – Would adding direct interaction between instructo...	68	0	29
P7Q2 – If a session you would like to take is not availa...	69	0	28

P7Q3 – If a session you would like to take is not availa...	69	0	28
P7Q4 – How interested would you be to take an online tra...	69	0	28
P7Q5 – How interested would you be to take an online tra...	68	0	29
P7Q6 – How interested would you be to take an asynchrono...	69	0	28
P7Q7 – Please rank your preferences for different delive...	69	0	28
P7Q8 – Please indicate your reasons for your rankings.	55	0	42
P7Q9 – What other topics would you like to see presented...	28	0	69

2.

Response counts for survey 'Strategic Financial Services (SFS) Training Session Survey'

	Before filtering	After filtering
Partial responses (unique respondents)	27 (27)	27 (27)
Completed responses (unique respondents)	70 (70)	70 (70)

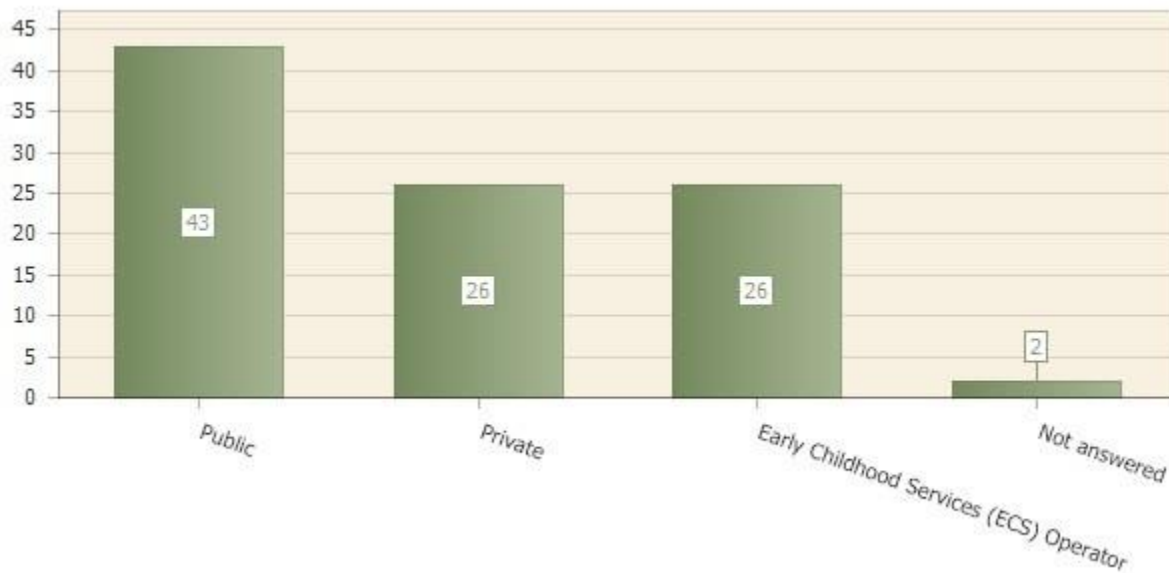
2.1. P2Q1

Please specify your jurisdiction type.

Question type: Multiple choice

Number of responses: 95

Number of respondents: 97



Answer	Count	Percent answer
Public	43	44.3%
Private	26	26.8%
Early Childhood Services (ECS) Operator	26	26.8%
Not answered	2	2.1%

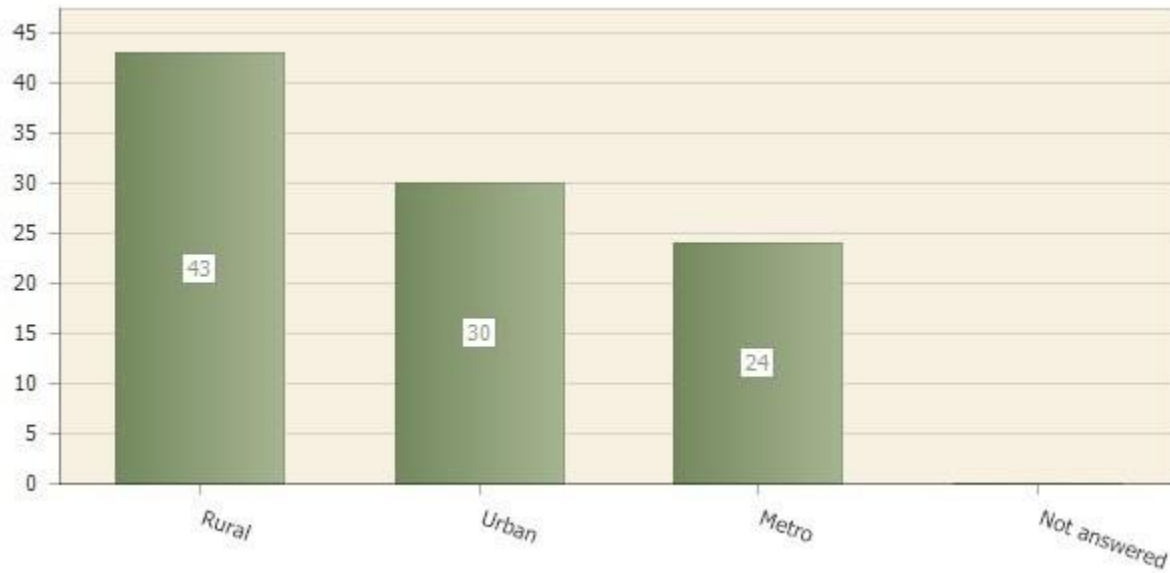
2.2. P2Q2

How is your jurisdiction location classified?

Question type: Multiple choice

Number of responses: 97

Number of respondents: 97



Answer	Count	Percent answer
Rural	43	44.3%
Urban	30	30.9%
Metro	24	24.7%
Not answered	0	0%

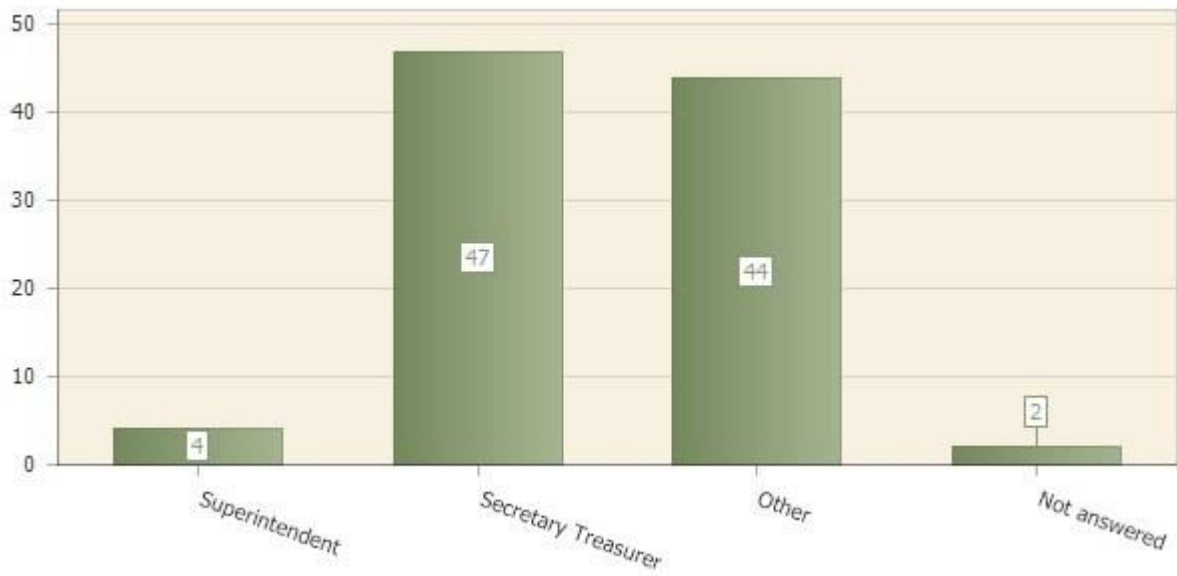
2.3. P2Q3

What is your job designation within your school jurisdiction?

Question type: Multiple choice

Number of responses: 95

Number of respondents: 97



pr

Answer	Count	Percent answer
Superintendent	4	4.1%
Secretary Treasurer	47	48.5%
Other	44	45.4%
Not answered	2	2.1%

Textual answers

Date	Respondent	Answer
7/14/2017	Anonymous	Vilunteer
7/14/2017	Anonymous	Corporate Treasurer
7/14/2017	Anonymous	Executive Director
7/16/2017	Anonymous	Consultant
7/17/2017	Anonymous	Director of Finance

7/17/2017	Anonymous	Business Administrator
7/17/2017	Anonymous	Preschool Principal
7/17/2017	Anonymous	EA to the Secretary Treasurer, School Information Coordinator
7/17/2017	Anonymous	Tech
7/19/2017	Anonymous	Administrative Assistant
7/25/2017	Anonymous	Team Leader/Director
7/25/2017	Anonymous	Executive Assistant to Secretary Treasurer
7/25/2017	Anonymous	Accounting Coordinator
7/25/2017	Anonymous	Chairperson
7/25/2017	Anonymous	assistant to Treasurer
7/26/2017	Anonymous	Accounting Coordinator
7/26/2017	Anonymous	Executive Assistant to the Secretary Treasurer
7/26/2017	Anonymous	Finance Manager
7/26/2017	Anonymous	Finance Manager
7/26/2017	Anonymous	Office Administrator
7/26/2017	Anonymous	Business Administrator
7/26/2017	Anonymous	Chief Accountant
7/26/2017	Anonymous	Assistant Superintendent - IT
7/26/2017	Anonymous	Funding Administrator, Kindergarten Teacher, Education Coordinator
7/26/2017	Anonymous	Student Records Coordinator
7/26/2017	Anonymous	Consultant
7/26/2017	Anonymous	Director of Finance
7/27/2017	Anonymous	Assistant Secretary-Treasurer
7/27/2017	Anonymous	Finance Coordinator
7/27/2017	Anonymous	Principal
7/27/2017	Anonymous	Office Administrator

7/28/2017	Anonymous	Principal
8/1/2017	Anonymous	Director/Owner
8/1/2017	Anonymous	Director
8/3/2017	Anonymous	Finance Coordinator
8/7/2017	Anonymous	Business Administrator
8/8/2017	Anonymous	Finance Manager
8/8/2017	Anonymous	Executive Director
8/8/2017	Anonymous	vice principal
8/14/2017	Anonymous	Principal
8/14/2017	Anonymous	SIS Administrator

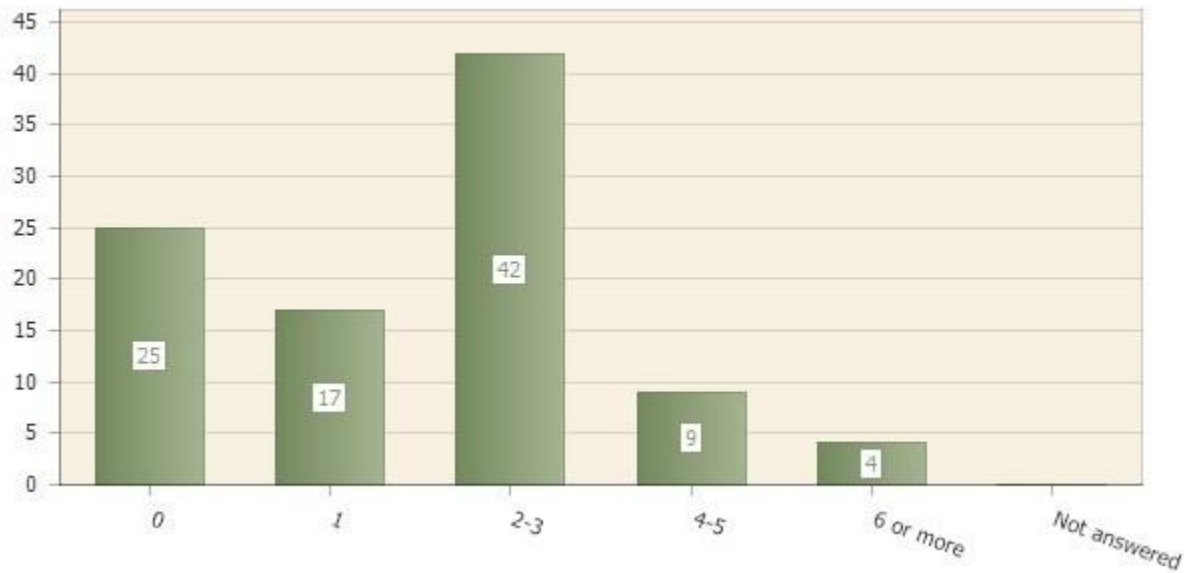
2.4. P2Q4

In the past 5 years, how many SFS administered training have you registered for?

Question type: Multiple choice

Number of responses: 97

Number of respondents: 97



Answer	Count	Percent answer
0	25	25.8%
1	17	17.5%

2-3	42	43.3%
4-5	9	9.3%
6 or more	4	4.1%
Not answered	0	0%

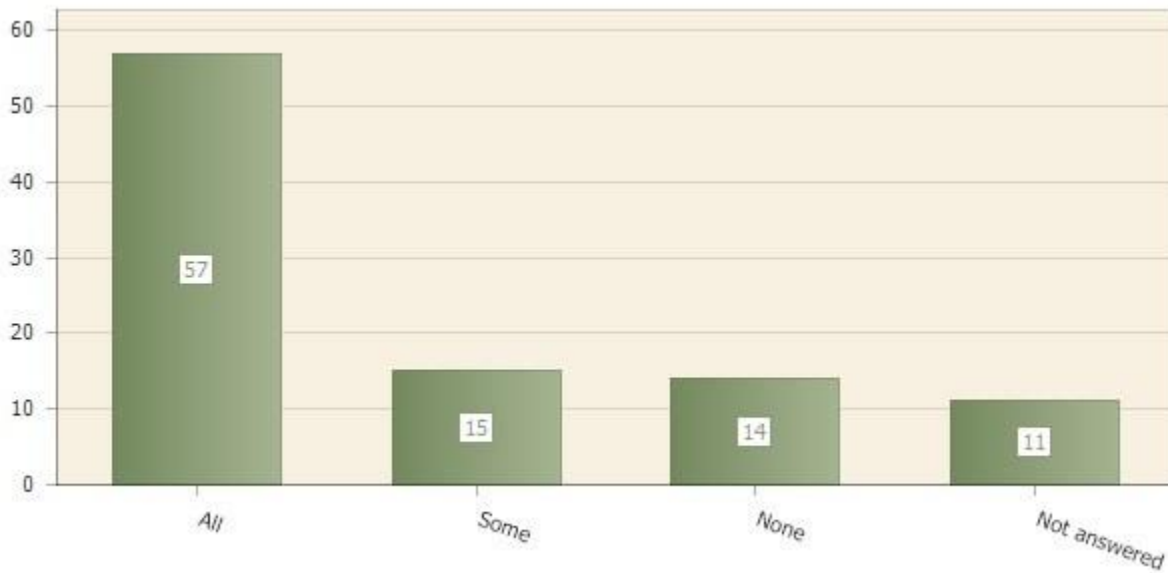
2.5. P2Q5

Of the session/s you registered for, how many were you able to attend?

Question type: Multiple choice

Number of responses: 86

Number of respondents: 97



Answer	Count	Percent answer
All	57	58.8%
Some	15	15.5%
None	14	14.4%
Not answered	11	11.3%

2.6. P2Q6

If you have not attended a training session for which you registered, what kept you from attending?

Question type: Open ended

Number of responses: 20

Number of respondents: 97

Not answered: 77

Date	Respondent	Answer
7/14/2017	Anonymous	It certainly was not a lack of interest but just too busy with all of the day to day work to be done
7/14/2017	Anonymous	Travel to Edmonton/Calgary
7/15/2017	Anonymous	Weather or calendar conflicts
7/17/2017	Anonymous	Priorities and time available
7/17/2017	Anonymous	Would have been work commitments, meetings, union issues, reporting deadlines ...
7/17/2017	Anonymous	The timing of the Seminar, compared to the needs of the schools or submissions that are required at that time - Distance to travel if it is only located in certain cities of Alberta.
7/19/2017	Anonymous	I have not been informed of many training sessions and they are not held close by.
7/25/2017	Anonymous	Other things came up and I was unable to attend.
7/25/2017	Anonymous	I am new.
7/25/2017	Anonymous	I am new.
7/26/2017	Anonymous	Job demands.
7/26/2017	Anonymous	Distance. I would have had to travel to Edmonton or Calgary from Lethbridge
7/26/2017	Anonymous	conflict of dates-board meetings
7/26/2017	Anonymous	Don't recall ever being registered
7/27/2017	Anonymous	N/A
7/27/2017	Anonymous	workload
7/28/2017	Anonymous	Our finances are handled outside of the school by a very large cooperation.
7/31/2017	Anonymous	The Executive Director attended training.
8/4/2017	Anonymous	Urgent tasks to be completed with tight deadlines.
8/8/2017	Anonymous	To tackle urgent tasks with tight deadlines.

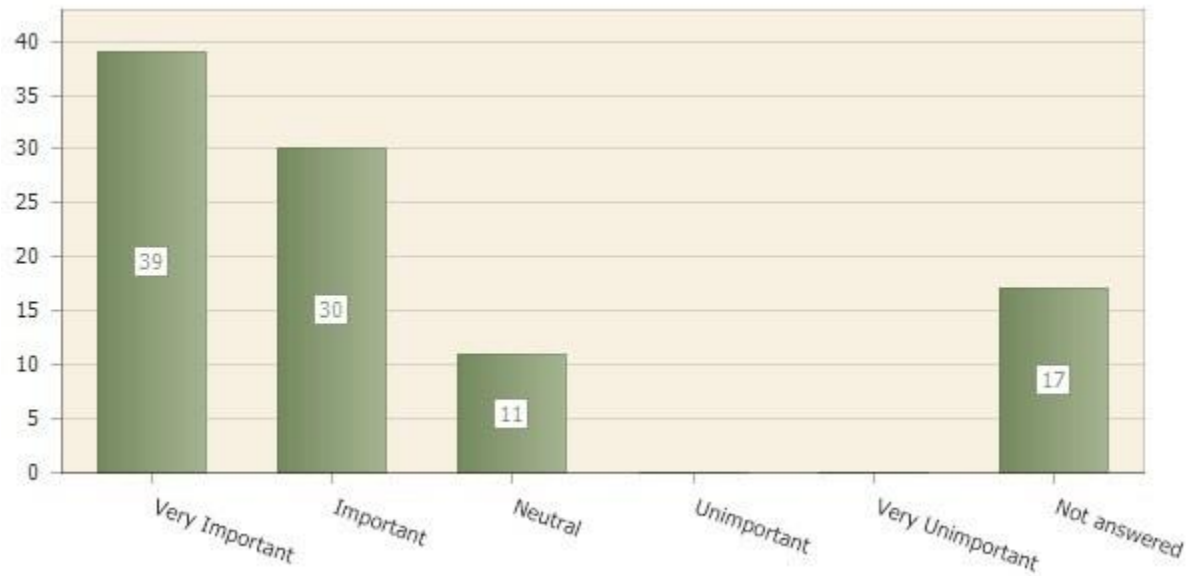
2.7. P3Q1

How important is the interaction between instructor and trainee at a training session for you to learn the material?

Question type: Multiple choice

Number of responses: 80

Number of respondents: 97



Answer	Count	Percent answer
Very Important	39	40.2%
Important	30	30.9%
Neutral	11	11.3%
Unimportant	0	0%
Very Unimportant	0	0%
Not answered	17	17.5%

2.8. P3Q2

If you have rated the interaction between instructor and trainee important to you, why?

Question type: Open ended

Number of responses: 58

Number of respondents: 97

Not answered: 39

Date	Respondent	Answer
7/14/2017	Anonymous	Allows the trainee the ability to ask questions. Although the workshop covers basics that may be able to be achieved on ones own, the instructor is able to provide the insight as to why and not only how to maneuver through the programs.
7/14/2017	Anonymous	It keeps the trainee engaged and motivated to hear or see what is being shared
7/14/2017	Anonymous	Usually seeking any specific updates vs. interacting with instructor
7/15/2017	Anonymous	the ability to ask questions and be shown what is not being understood.
7/16/2017	Anonymous	Assumption testing.
7/17/2017	Anonymous	The importance of accountability is needed from both parties and a clear understanding is necessary of the processes involved.
7/17/2017	Anonymous	Getting out of office to focus on issue allows for time to learn something very difficult to free up time when in the office. The instructor is important in that they need to cut to what is important and why to the work we do, we can read need them to have field experience and give insight into what we have to do.
7/17/2017	Anonymous	The interaction of a group setting and face to face allows for inquiry based learning as well as levelling the field of those with questions. It is an opportunity to interact at an engaging level.
7/17/2017	Anonymous	Because understanding of the funding and recording of information on the AB Ed documents can help to avoid changes and corrections after submissions.
7/17/2017	Anonymous	The conversation identifies individual needs in context to their workplace, and also what "you didn't know" for other attendees.
7/17/2017	Anonymous	An instructor allows for clarification if something is not understood, or misunderstood and it is important that the concepts are clear from the beginning.
7/17/2017	Anonymous	I am a hands on learner and need the ability to ask questions and have visuals.
7/17/2017	Anonymous	The better the trainer the better the outcome of learning.
7/17/2017	Anonymous	It is easier to ask questions if there is something that might be confusing or needs clarification.
7/19/2017	Anonymous	There are specific questions that need to be answered
7/19/2017	Anonymous	The trainer hears about the issues in the different schools and what is important for the trainees.
7/21/2017	Anonymous	It is an effective teaching method. It can be in person or remote/digital.
7/23/2017	Anonymous	It is very beneficial to be able to ask questions as they come up during an interactive training session.

7/25/2017	Anonymous	Personal interaction being able to put a face to a name is hugely important when building relationships with working partners.
7/25/2017	Anonymous	This way if there is a small part that you don't understand, it's nice that you can ask for help from that instructor right there instead of sending in a help ticket or trying to figure it out on your own.
7/25/2017	Anonymous	They help to navigate the system which can be difficult.
7/25/2017	Anonymous	The opportunity to ask questions and discuss
7/25/2017	Anonymous	Provides the opportunity for questions and usually gives a greater understanding by observing physical expressions
7/25/2017	Anonymous	NA
7/26/2017	Anonymous	Clarify issues that appear to be unclear.
7/26/2017	Anonymous	Ability to ask questions and easily have a back-and-forth dialogue about the information presented.
7/26/2017	Anonymous	Immediate feedback is important, with hands on instruction.
7/26/2017	Anonymous	The instructor should ensure the information is understood and review important concepts.
7/26/2017	Anonymous	like to get to know finance people
7/26/2017	Anonymous	With having an instructor at the training session, you tend to think of more questions as they answer them from other students, thus learning more and not running into them when you are actually working.
7/26/2017	Anonymous	Usually the straight forward scenarios are easily understood. However, there are many unusual or atypical situations that arise and those are ones that I want to discuss. It is easier to discuss in a face to face setting than online or verbally. It also encourages others to participate in the conversation. I feel there is far more benefit to a face to face training session than other methods.
7/26/2017	Anonymous	we have specific situations and changes that are unique and they give the right feedback
7/26/2017	Anonymous	We are a very small ECS and I am the only full time employee. I don't have other Admin. or others I can get information from so I love attending all AB Education meetings. I feel informed and encouraged that I am on the right track and doing my job well.
7/26/2017	Anonymous	I like to ask questions if something isn't clear to me.
7/26/2017	Anonymous	Better exchange of perspectives. Allows for clearer communications and feedback.
7/27/2017	Anonymous	If an instructor is present they can answer questions to items which may not obvious in a PowerPoint presentation. They can also interpret things differently than I might and present another train of thought. They can also be the link to the department for follow-up info.
7/27/2017	Anonymous	The interaction ensures the participates are understanding the material and engaged.
7/27/2017	Anonymous	Relationship building
7/27/2017	Anonymous	to ask any questions or clarify

7/27/2017	Anonymous	The ability to clarify and ask questions is very important and helpful
7/28/2017	Anonymous	Being able to ask questions specific to our experience and have the instructor take the time with us, made the training much more valuable
7/31/2017	Anonymous	The one on one interaction is important.
7/31/2017	Anonymous	It is good to be able to ask questions in training as you are doing the work, reviewing the material.
7/31/2017	Anonymous	An engaging instructor keeps the material flowing and the participants engaged.
8/1/2017	Anonymous	Makes you feel part of the whole process
		An instructor who establishes a positive leaning environment allows students to feel comfortable
8/1/2017	Anonymous	asking questions for clarification. Good instructors connect with their students to monitor comprehension, provide addition supports as needed, and provide encouragement.
8/2/2017	Anonymous	Keeps your interest and attention. Which makes it easier to learn
8/3/2017	Anonymous	Interaction allows for digging deeper into misunderstood or uncertain material
8/3/2017	Anonymous	I learn better when it is face to face and I can ask questions as the training session goes.
8/4/2017	Anonymous	To be able to obtain the answers to your own questions and problems promptly.
8/7/2017	Anonymous	There are many requirements by Alberta Education and the guidelines continually change. There are also several groups operating under the same guidelines and a lot of the time info doesn't apply to you. I is beneficial to have the opportunity to ask questions. It is also interesting to hear other organizations questions as you learn something new every time.
8/7/2017	Anonymous	question and answer provides valuable context and pertinent content value. It is often easier to determine the intent of specific procedures or content through interactive exchange. It also provide the opportunity to determine how a specific procedure or goal can be applied in your local context and situation.
8/7/2017	Anonymous	I had many questions that were better answered in a face-to-face setting.
8/8/2017	Anonymous	You do not learn if you are not engaged.
8/8/2017	Anonymous	To obtain clarifications instantly.
8/8/2017	Anonymous	You can ask questions immediately and have a detailed response. Often, others have the same or similar questions that can be answered all together. Sometimes, people would not even know to ask certain questions.
8/14/2017	Anonymous	I expect that the trainer will provided clarification to any questions that I have. This requires a positive interaction with me to get to the heart of what I am not understanding and then provide me with the appropriate information to improve my understanding of what I am there to learn.
8/14/2017	Anonymous	I find the face to face and interaction and questions with others very helpful in learning.

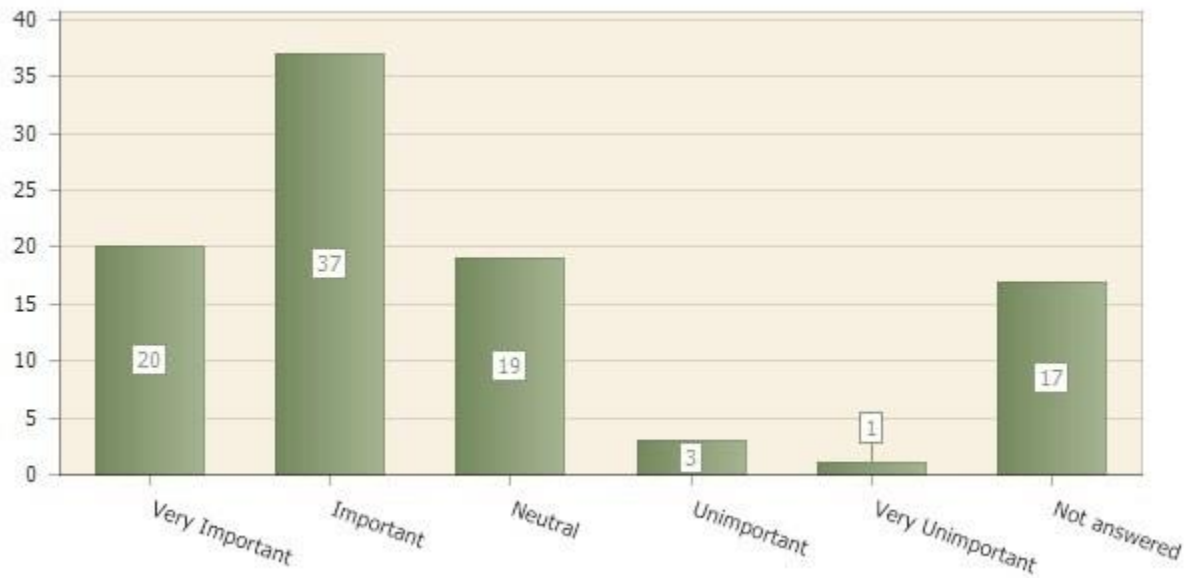
2.9. P3Q3

How important is the interaction between different trainees (conversation among participants) at a training session for you to learn the material?

Question type: Multiple choice

Number of responses: 80

Number of respondents: 97



Answer	Count	Percent answer
Very Important	20	20.6%
Important	37	38.1%
Neutral	19	19.6%
Unimportant	3	3.1%
Very Unimportant	1	1.0%
Not answered	17	17.5%

2.10. P3Q4

If you have rated the interaction between trainees important to you, why?

Question type: Open ended

Number of responses: 50

Number of respondents: 97

Not answered: 47

Date	Respondent	Answer
7/14/2017	Anonymous	We have found with such a large staff that having small interactive sessions are best for everyone's learning. Many who were afraid to share or ask questions in a large group feel much more comfortable in a smaller group to be totally involved
7/14/2017	Anonymous	Always interesting to find out how others operate, and develop relationships.
7/15/2017	Anonymous	trainees will often have different questions and this is interactivity is crucial
7/17/2017	Anonymous	On the ground experience lends itself to different questions.
7/17/2017	Anonymous	This allows us to broaden into the impacts at work and solutions, need to time to discuss the impacts and solutions.
7/17/2017	Anonymous	We all get to share on what we have experienced, as well as look at the common issues that we encounter. The challenge becomes finding enough time to actually address the common platforms with Alberta Education instructors and provide feedback in a round table discussion setting.
7/17/2017	Anonymous	Questions may be asked that shed additional information.
7/17/2017	Anonymous	If a co-trainee is known to another trainee, it is likely the impact of a concept on day-to-day operations will be higher. Proper practical application of a learning concept is critical to operations.
7/17/2017	Anonymous	I am a hands on learner
7/17/2017	Anonymous	It is important to be able to have conversation with the trainer especially when there are questions or confusion.
7/17/2017	Anonymous	There are so many processes and information unknown to me that I have learned from other Districts.
7/19/2017	Anonymous	Many of us identify different actual situations and solutions. Sharing of this information is very valuable.
7/19/2017	Anonymous	Same. Sharing about similar issues and concerns is very helpful.
7/23/2017	Anonymous	Often other trainees ask questions that pertain to my organization that I have not thought of so the interaction can be very helpful.
7/25/2017	Anonymous	Questions are asked and answered on the spot, sometimes questions that you hadn't considered prior to the training.
7/25/2017	Anonymous	It's nice to compare or interact with other trainees as sometimes the way they explain or how they run the report, may make more sense to you.
7/25/2017	Anonymous	You learn from others that are having the same issues as you are.
7/25/2017	Anonymous	Having discussion allow me to better understand

7/25/2017	Anonymous	Colleagues commonly think along the same paths and often the conversation sparks ideas, thoughts which are mutually beneficial
7/25/2017	Anonymous	NA
7/26/2017	Anonymous	You learn much from those operating in a similar capacity.
7/26/2017	Anonymous	The number one reason is to share other colleagues procedures as well as to discuss difficulties. Other reasons are you meet others in our the field and have contacts for future collaboration.
7/26/2017	Anonymous	It keeps the the material more interesting
7/26/2017	Anonymous	jurisdictions have similar concerns
7/26/2017	Anonymous	Did not attend
7/26/2017	Anonymous	By networking you can share how things worked or not worked and might work for you by talking to schools that are about the same size as you.
7/26/2017	Anonymous	You learn from other people's experiences. Again, it is not the typical situations that require further discussion. It is the many different situations that arise that present the true learning opportunities.
7/26/2017	Anonymous	Some of them had the same situation and the solution for it
7/26/2017	Anonymous	I do appreciate being able to connect and network with other participants but the actual session and being able to connect with AB EDUCATION staff is MUCH more important to me. It is really nice to be able to hear the changes, updates, things AB ED is emphasizing for the year as well as being able to talk to other Admin. ECS operators to say - how are you handling gathering the mileage amount from therapists this year? Or, what process do you use to complete the Learning Environment Form for PUF submissions?, etc. It can be isolating to be a small ECS so I leave these sessions very informed and encouraged.
7/26/2017	Anonymous	I find that if someone has an anecdote of a situation that they have experienced, it helps me to remember as well as pass the information on to the people that I have to train.
7/26/2017	Anonymous	Different opinions and a variety of strategies.
7/27/2017	Anonymous	Other trainees have had practical experience and may provide feedback that is more beneficial than the instructor can provide.
7/27/2017	Anonymous	This allows participates to share ideas and experiences.
7/27/2017	Anonymous	To learn what others do in order to help how to do our jobs better.
7/27/2017	Anonymous	networking and supports
7/27/2017	Anonymous	brainstorming and discussion as to how other participants work through the pieces of input is always very helpful
7/28/2017	Anonymous	Can be extremely helpful to hear other's experiences, tips and tricks
7/31/2017	Anonymous	Other participants may have valuable experience that they can share.

8/1/2017	Anonymous	I prefer to listen
8/2/2017	Anonymous	Networking and sharing of experiences is an important learning tool
8/3/2017	Anonymous	I prefer to hear from individual you has a good understanding, at times the time taken to discuss at tables with other participants in not well used. This is not always the case but I like the discussion between the whole group with the facilitator leading the discussion.
8/3/2017	Anonymous	You get a chance to hear what other trainees are doing well and their challenges too. Share ideas.
8/4/2017	Anonymous	To recognize and discuss similar issues between the jurisdictions.
8/7/2017	Anonymous	We are all in the same industry, but operate slightly different. Good to learn about what other organizations are doing as well as the challenges we have with Alberta Education.
8/7/2017	Anonymous	It helps to see that others have the same questions/issues. Often other participants could help me with a question I had.
8/8/2017	Anonymous	They may raise questions that are relevant to you.
8/8/2017	Anonymous	To share common issues and solutions.
8/8/2017	Anonymous	You can learn from others together.
8/14/2017	Anonymous	It depends upon what we are learning. Some topics benefit from more interaction than others. However, in general, creating a network of individuals to bounce ideas with is helpful.
8/14/2017	Anonymous	It helps to hear others questions and their processes.

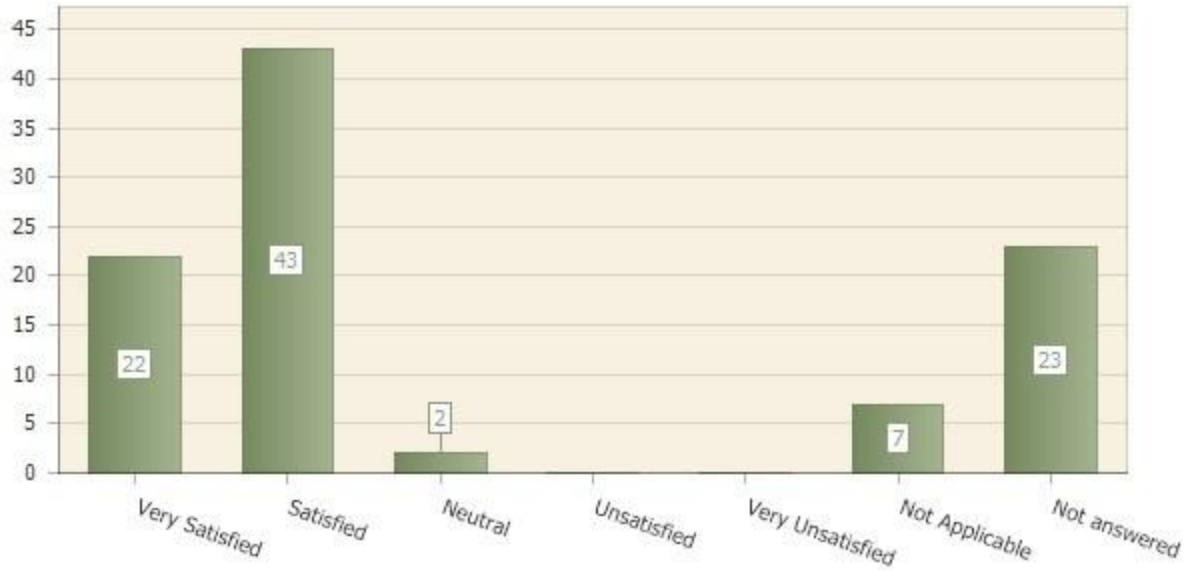
2.11. P4Q1

How satisfied are you with what you learn through current face-to-face training sessions?

Question type: Multiple choice

Number of responses: 74

Number of respondents: 97



Answer	Count	Percent answer
Very Satisfied	22	22.7%
Satisfied	43	44.3%
Neutral	2	2.1%
Unsatisfied	0	0%
Very Unsatisfied	0	0%
Not Applicable	7	7.2%
Not answered	23	23.7%

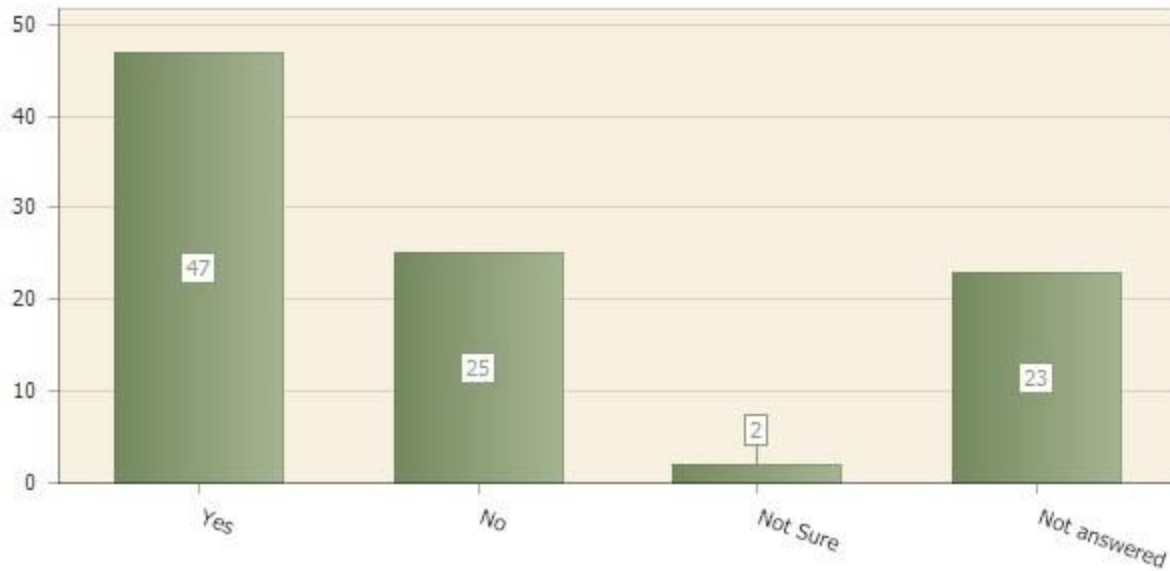
2.12. P4Q2

Have you attended any sessions by any organization that were offered entirely online or were a mixture of online and face-to-face formats?

Question type: Multiple choice

Number of responses: 74

Number of respondents: 97



Answer	Count	Percent answer
Yes	47	48.5%
No	25	25.8%
Not Sure	2	2.1%
Not answered	23	23.7%

2.13. P4Q3

For the purposes of this survey, Face-to-Face training is defined as an in-class training session that requires physical presence at a designated training centre at a set time. For example, an eight-hour information session on SFS sector requires physical presence at either Edmonton or Calgary training location. From your understanding of face-to-face training, what characteristics (e.g. travel time, chance for interaction, flexibility) would be important to you to make face-to-face training sessions a success?

Question type: Open ended

Number of responses: 64

Number of respondents: 97

Not answered: 33

Date	Respondent	Answer
7/14/2017	Anonymous	In order for it to be a success, having a few session options for training dates/times and also having them easy to Travel to would be important.

7/14/2017	Anonymous	Chance for interaction. Specifically the ability to do something and receive feedback / coaching immediately if it does not work.
7/14/2017	Anonymous	As an ECS Operator, having face to face in class sessions also allows networking with other ECS Operators and an open forum for sharing. Obviously a convenient location with little travel time is optimal
7/14/2017	Anonymous	Travel, timing, opportunity for interaction, important new information that impacts our program.
7/15/2017	Anonymous	timelines and ease of travel arrangements
7/17/2017	Anonymous	To make a SFS a success, I feel face to face training is important as you can ask questions throughout the training session and learn from other questions asked from the other trainees.
7/17/2017	Anonymous	quality instruction with concrete relevant examples
7/17/2017	Anonymous	Travel time, timing of training, chance for interaction with trainers and attendees are all important factors for having face-to-face sessions.
7/17/2017	Anonymous	Keep in Edmonton or Calgary keep on or near the airports Start at 9am and done at 3pm, cut lunch if you have too, this allows max flexibility to fly in and out same day. Stick to what is important for what we have to do and impact on operations, give us time to discuss the impact. If it is a discussion of possible changes get it out in advance in bite size pieces if you send out 200 pages of changes less likely to get full review than if you send out 20 pages and ask for a response in 2 weeks and repeat 10 times on the 200 pages.
7/17/2017	Anonymous	All of the ones mentioned after e.g.
7/17/2017	Anonymous	- knowledgeable leader/trainer. - reference materials (pre-, during & post- session). - size of class. - class participant level of knowledge and/or experience. - type of activities (pre-, during & postsession).
7/17/2017	Anonymous	Start time of 9:00 am or later to allow for travel time. 6 hour maximum for learning time (optimally 3 hours before lunch & 3 hours after).
7/17/2017	Anonymous	Interaction, examples, travel time
7/17/2017	Anonymous	The scheduled time may need to have several options so that if our Districts has processes or deadlines that are due, we would still have an opportunity to attend.
7/18/2017	Anonymous	Travel time / flexibility
		- opportunity for participants to ask real life questions and to share information - get 100% of
7/19/2017	Anonymous	instructors attention (focused on the class)-- allows for questions to be clarified (verbal as opposed to an email question) - allows participants to focus 100% on the training (not interrupted to do your work at your desk)
7/19/2017	Anonymous	travel time

7/19/2017	Anonymous	I find that face to face is often frustrating because people learn at difference paces and the group can only go as fast as the slowest learner
7/21/2017	Anonymous	Important material and an effective efficient trainer.
7/23/2017	Anonymous	Distance, timing, time of year, length of session.
7/25/2017	Anonymous	Chance for interaction is key for me as well as location of training.
7/25/2017	Anonymous	Length of training session & location plays a big part to me in a training session.
7/25/2017	Anonymous	chance for interaction
7/25/2017	Anonymous	Travel time, interaction, flexibility, responsiveness
7/26/2017	Anonymous	Chance of Interaction is important in my case. I am a quick learner if someone is in front of me showing me the technics
7/26/2017	Anonymous	Within 1-2 hours of location, so I can arrive and leave same day.
7/26/2017	Anonymous	Offered on multiple dates and the opportunity for interaction.
7/26/2017	Anonymous	Travel time and the length of the session are important. If the training is more than 2 days it is hard to commit that many days away from the office.
7/26/2017	Anonymous	The length of the session. Be at least 1 or two days
7/26/2017	Anonymous	interaction with people at ab ed and jurisdictions
7/26/2017	Anonymous	If I ever attended a session it would be face-to-face. I would not participate in an on-line session.
7/26/2017	Anonymous	I like the face to face interactions, and one can ask specific questions.
7/26/2017	Anonymous	It might be wise to have the training session start at a bit later than 8:30 due to travel for some people. At one time there use to be training sessions in Red Deer, which was great, not as much travel time.
7/26/2017	Anonymous	Interaction with the trainer and with other participants. You learn best practices and gain valuable information through discussion. The amount of travel time would be considered but I feel the benefits outweigh the costs (time cost).
7/26/2017	Anonymous	travel time and flexibility (options to attend)
7/26/2017	Anonymous	-chance for interaction with AB ED staff, other ECS operators - very important -even just being in the room with 200 other operators and hearing AB ED staff talk to us feels encouraging, shows that what we are doing it valued and important enough to run those sessions, I don't have to personally speak with an AB ED staff member to feel this -I appreciate when some sessions (ie. PUF) are held on the same day - one in the morning one in the afternoon, same location. That way I can attend 2 half day sessions more easily. (ie. PUF general am and PUF financial and transportation pm)
7/26/2017	Anonymous	I think that the training is important whether it is Face-to-Face or on-line. The opportunity to possibly attend a Face-to-Face when possible, but have an on-line option when travel or circumstances don't allow. Also, doing a brief on-line preview before attending a session would ensure that the attendees are aware of the materials that will be covered and have some questions prepared to ask.

7/26/2017	Anonymous	Travel time
7/27/2017	Anonymous	Our school is 70km from Edmonton so having the sessions complete in one day is very important.
7/27/2017	Anonymous	The location has to be easily accessible to participants. The dates should not be month end because that is when most finance deadlines are. Offer 2 dates so that those who can attend on a certain date due to other work commitments can also attend on another day.
7/27/2017	Anonymous	Travel time and time of year training is offered, ie. training should not be held during budget or yearend times.
7/27/2017	Anonymous	having the instructor present using a variety of mediums, giving time for questions
7/27/2017	Anonymous	work in Calgary so travel time and length of sessions have been good
7/28/2017	Anonymous	Travel time is important as we are rural to the major centres where training is offered. Chance for interaction is very valuable, as is limiting the class size so that more people are able to ask specific and valuable questions
7/28/2017	Anonymous	A comfortable location where all participants can see the presenter and screen. Also, timing is important. Training that starts around 8:30 and is done by 3:30 p.m., with breaks. Material accessible that supplements the presentation is appreciated, as well as information regarding where to go if you have questions/problems.
7/31/2017	Anonymous	Ease of getting to location, timing during year
7/31/2017	Anonymous	Travel is always an issue. If training was other then Edmonton Calgary , like grande prairie for example it would save us a lot of time and money.
7/31/2017	Anonymous	Making the training in other regions, for example Grande Prairie. It is very time consuming to attend a one day training in Calgary or Edmonton when you have to take two days of travel time to get there.
7/31/2017	Anonymous	work schedule; travel time
8/1/2017	Anonymous	Quality instruction, convenient dates and times selected.
8/1/2017	Anonymous	Opportunity for discussion and question asking. Opportunity to connect with people I may be in contact with again in future.
8/2/2017	Anonymous	Networking, chance for interaction
8/3/2017	Anonymous	Qualified experienced presenter, topics that are related to every day school finance, I like the submission of questions that can be answered without knowing who submitted the question.
8/3/2017	Anonymous	The location should be easily accessible and parking space. The timing of the training is key e.g month ends have numerous deadlines and trainees might not be able to attend. There should be at least 2 dates provides for the training at different periods in the month
8/4/2017	Anonymous	Interaction and flexibility (multiple times and locations offered).

8/7/2017	Anonymous	The ability to have one to one interaction with the instructor. Also having the option of more than one date for the training session as not everyone's schedule can accommodate a single day option.
8/7/2017	Anonymous	1. chance for interaction with instructor 2. course facility and sizing
8/7/2017	Anonymous	Several options for dates. My calendar is often quite full far in advance.
8/8/2017	Anonymous	travel time is a factor in that it can be a day or two of valuable time used up, and if that training is offered during a busy time then it is not feasible to attend. Flexibility in dates is useful for if one doesn't work.
8/8/2017	Anonymous	Chance for interaction as I work for a rural division and similar chances are therefore not that frequent.
8/8/2017	Anonymous	Location, travel time, minimal costs, and time needed
8/8/2017	Anonymous	Have a sufficient number of techs to assist with questions.
8/14/2017	Anonymous	Strong instructors who know the material and have good teaching skills, the ability to talk to other attendees about their perceptions/knowledge of the content at hand, provides dedicated designated time to address a topic that may keep getting pushed aside as urgent items in the workplace take precedence.
8/14/2017	Anonymous	I have found all of the sessions that I have attended well planned and helpful.

2.14. P4Q4

What do you think might be the advantages of face-to-face in-class training?

Question type: Open ended

Number of responses: 67

Number of respondents: 97

Not answered: 30

Date	Respondent	Answer
7/14/2017	Anonymous	Ability to ask questions and get real answers. Also maybe having the ability to work through some of your own examples.
7/14/2017	Anonymous	F2F works better when you run into problems or need specific technical advice. If it is just a presentation, it may as well be VC or a webinar
7/14/2017	Anonymous	Much more interactive overall! We get to meet key folks from Alberta Education as well
7/14/2017	Anonymous	Opportunity to ask questions of instructors. Interaction with other representatives from programs.
7/15/2017	Anonymous	being interactive
7/16/2017	Anonymous	Assumption testing
7/17/2017	Anonymous	The opportunity to ask questions and knowing the individual who is evaluating your final budget being submitted is important as well.
7/17/2017	Anonymous	networking, face to a name for independent future training possibilities
7/17/2017	Anonymous	interaction
7/17/2017	Anonymous	Deeper communication, better read on body language, better connection to other participants ... Biggest is time away to focus on an issue, trying do this stuff off the coffee table in evenings is not as productive
7/17/2017	Anonymous	Same level interaction, same message to all participants
7/17/2017	Anonymous	Being able to ask questions and hear questions of others.
7/17/2017	Anonymous	- Clarification/confirmation of information reviewed previously - Different perspectives or types of questions from participants - More organic session, that becomes tailored to the participants as questions arise
7/17/2017	Anonymous	Question & answer, followed by discussion on practical application and/or challenges
7/17/2017	Anonymous	Others will have questions I haven't thought of. I can ask questions as they come up. Ability to receive further clarity. Easier to stay focused.

7/17/2017	Anonymous	Sharing of information of processes that other Districts have used.
7/18/2017	Anonymous	Able to communicate questions/concerns most effectively.
7/19/2017	Anonymous	same as above
7/19/2017	Anonymous	Chance for interaction
7/19/2017	Anonymous	true beginners might value it
7/21/2017	Anonymous	higher material retention, relationship building, less interruptions
7/23/2017	Anonymous	The interaction with trainers and other participants.
7/25/2017	Anonymous	Ability to ask direct questions and get answers right there and then. Make connections to others in similar fields and get to know those whom you are constantly e-mailing on a more personal level.
7/25/2017	Anonymous	Questions get answered on the spot or if they aren't sure, they'll figure the answer out for you.
7/25/2017	Anonymous	chance to discuss the topic with peers as well as meeting peers making connections.
7/25/2017	Anonymous	Networking, engagement and focus, adaptability or customization, discussion, ability for a 1 on 1 if problems arise
7/26/2017	Anonymous	Easy communication with the trainers You can ask questions and they are easily demonstrated in front of you or one on one
7/26/2017	Anonymous	See previous page.
7/26/2017	Anonymous	Easier to ask questions and engage with the instructor.
7/26/2017	Anonymous	The obvious immediate solutions to problems, personal contact for future reference and the personal aspect.
7/26/2017	Anonymous	It allows participants to connect with Alberta Ed field officers
7/26/2017	Anonymous	The ability to ask questions and mingle with other attendees to have dialogue on the content
7/26/2017	Anonymous	the interaction
7/26/2017	Anonymous	holding attention
7/26/2017	Anonymous	The advantage would be the reason listed above.
7/26/2017	Anonymous	Have done online sessions and I didn't get somethings without about 3-4 more phone calls. With the face-to-face sessions I have not had to call to get clarification on anything so far.
7/26/2017	Anonymous	As stated above. It allows opportunity for discussion and interaction with the trainer and other participants.

7/26/2017	Anonymous	networking
7/26/2017	Anonymous	Hearing the information is very helpful - I would be able to learn this information from a Power Point presentation that was emailed to me, a webinar, etc. but sitting in the room with AB ED staff is still my first choice. -listening to the questions other ECS operators ask as many of them apply to me too -being able to ask questions in the session or during break/after session -AB ED staff sharing resources, contact info, having staff who are available to us stand up and be introduced... networking before/after session, during break - feeling of being encouraged, positive feedback (ie. Denise Clovechuk and other AB ED saying: we appreciate everything you do, thank you for the work you do everyday, call/email us anytime with your questions....) - AB ED staff become more familiar with us as Administrators - so when we email or talk on the phone we have had this faceto-face previously (this is tough with the AB ED staff changing so often now, was much easier to build relationships with staff years ago with the Early Learning Branch and consistent AB ED staffing - ie. Pat Chemerys....)
7/26/2017	Anonymous	Being able to interact with people from other jurisdictions with the same issues and goals. Also, it helps to put a personal face to a bureaucratic department.
7/26/2017	Anonymous	Asking questions directly
7/27/2017	Anonymous	Being able to interact with instructor and other colleagues. Information sharing is key.
7/27/2017	Anonymous	The participants have the opportunity to ask questions and are addressed right away. Get training materials. You get the chance of other related matters addressed that might have not necessarily be on the agenda.
7/27/2017	Anonymous	to listen to others who share in their experiences, networking, better focus.
7/27/2017	Anonymous	better learning (focused time)no distractions of work
7/27/2017	Anonymous	much easier to ask questions and get clarification of tips and tools
7/28/2017	Anonymous	All that I've stated above
7/28/2017	Anonymous	Not distracted by environment (home, school, etc.). Networking with other professionals.
7/31/2017	Anonymous	Talk over similar issues and specific site questions
7/31/2017	Anonymous	Interactions with trainer and attendees.
7/31/2017	Anonymous	Able to engage with instructor and other participants - also creates a networking opportunity.
8/1/2017	Anonymous	More engaging, synergy, network with others.
8/1/2017	Anonymous	Flexibility in rate of instruction. Flexibility to modify instruction according to learners' needs. Opportunity to connect with students to learn how training could be improved in future.
8/2/2017	Anonymous	Networking and sharing of best practices

8/3/2017	Anonymous	digging deeper into topics as required
8/3/2017	Anonymous	One can ask the instructor to explain further on areas not clear and demonstrations can be done. Trainees are away from their offices hence little to no interruptions from their day to day tasks.
8/4/2017	Anonymous	As above: interaction with trainers and other attendees.
8/7/2017	Anonymous	Less distractions and relationship building.
8/7/2017	Anonymous	ability to interact with instructor and participants question and answer fro full understanding discussion around potential issues encountered.
8/7/2017	Anonymous	I learn better in this format.
8/8/2017	Anonymous	You learn better in person than on line. Too easy to tune out online. Or multitask. Or be interrupted.
8/8/2017	Anonymous	As above: interaction and instant feedback and clarifications.
8/8/2017	Anonymous	less chance of being distracted by other people / demands
8/8/2017	Anonymous	Questions can be answered and explained
8/8/2017	Anonymous	You can get you unique questions answered on the spot.
8/14/2017	Anonymous	Build a network of people to follow up with, have the dedicated time to learn the information thoroughly.
8/14/2017	Anonymous	Ability to ask questions easily and hear others questions.

2.15. P4Q5

What do you think might be the disadvantages of face-to-face in-class training?

Question type: Open ended

Number of responses: 66

Number of respondents: 97

Not answered: 31

Date	Respondent	Answer
7/14/2017	Anonymous	Setting up times, capacity and catering to a wide range of experiences.
7/14/2017	Anonymous	Inconvenience of the scheduling and travel. Sometimes participants with a particular need dominate the session.
7/14/2017	Anonymous	Actually getting to the location with usually only one day and one time option

7/14/2017	Anonymous	Travel, repeated information, timing
7/15/2017	Anonymous	cost of travel as I am from a very rural, very small jurisdiction
7/16/2017	Anonymous	Low quality of participants
7/17/2017	Anonymous	I believe there is extra costs in flights, etc. for the trainer, however in the scope of the importance of the financial aspect of the business, it is a small cost.
7/17/2017	Anonymous	loss of time u=in travelling, cost and weather impaired driving
7/17/2017	Anonymous	ability to attend
7/17/2017	Anonymous	Travel time, make it worth while, vet the instructors no moniton read the book, must have field experience and be able to engage and present, not all experts can keep a professional adult audience engage, some need to stay in the library or back office with books.
7/17/2017	Anonymous	With timelines for delivery of message and programs, it feels like a download versus an interactive experience.
7/17/2017	Anonymous	Time away from work.
7/17/2017	Anonymous	- travel costs. - depending on the trainer: types of learning avenues (visual, kinetic, auditory) may be limited. - rarely recorded for review or reference at a later date.
7/17/2017	Anonymous	parking, location, catering It is important to include lunch (even if there is cost attached for participants), as it allows for better flow & attention.
7/17/2017	Anonymous	time
7/17/2017	Anonymous	The time and costs required to travel and cost if it might require booking accommodations.
7/18/2017	Anonymous	More timely.
7/19/2017	Anonymous	- could go off topic if face to face - travel time for some people -
7/19/2017	Anonymous	Trainees may have different expectations of what they get out of session
7/19/2017	Anonymous	the group can only go as fast as the slowest learner
7/21/2017	Anonymous	travel time, parking
7/23/2017	Anonymous	The time away from school.
7/25/2017	Anonymous	Location of training.

7/25/2017	Anonymous	too many questions asked from the trainees, which will leave the instructor scrambling to cover all material.
7/25/2017	Anonymous	Travel and being away from work
7/25/2017	Anonymous	Cost, Travel, Flexibility, effectiveness at scale, consistency, analytics and assessment
7/26/2017	Anonymous	Some people its the Time to actually attend the session.
7/26/2017	Anonymous	If you know much of the material then you can move quickly to the areas of new material.
7/26/2017	Anonymous	Location and travelling to the session.
7/26/2017	Anonymous	Travel and time away from the office.
7/26/2017	Anonymous	Too rushed
7/26/2017	Anonymous	cost, time to travel, scheduling
7/26/2017	Anonymous	off topic discussions
7/26/2017	Anonymous	...not being able to ask specific questions.
7/26/2017	Anonymous	Can't think of any.
7/26/2017	Anonymous	There may be people who are shy or uncomfortable speaking up in a group. Of course there is travel and the time commitment but again I feel this is outweighed by the benefits.
7/26/2017	Anonymous	time away from office
7/26/2017	Anonymous	-travel -taking time off of teaching and Administrative duties -we are rural so it's a long drive each way (but I find it 100% worth it every time I have the chance to attend an AB ED session) -some of the session doesn't apply to all of us so can feel frustrating that way (ie. at an AB ED session this fall, there were quite a high number of new ECS Operators who asked many basic questions. It would be great to see a separate session or day for just new operators.)
7/26/2017	Anonymous	Travel time - for those that do not live in the area of the training, it should not be a barrier to having as many people as possible in a division receive direct training from the source. In many instances, one person will be sent for training, and that person, after one session, will be responsible to convey the information to the rest of the Division. Ideally, if that one person would be able to facilitate the further training with on-line resources, the process would be much more successful.
7/26/2017	Anonymous	If class is large, less individual feedback
7/27/2017	Anonymous	Not being able to have individual interaction with instructor if there are too many registered.
7/27/2017	Anonymous	The set dates might clash with previous engagements. The location might not be easily accessible.
7/27/2017	Anonymous	timing of training and travel time
7/27/2017	Anonymous	making the time to leave work
7/27/2017	Anonymous	might be difficult for people to leave their schools to get to the sessions
7/28/2017	Anonymous	Lack of flexibility in when we can receive training

7/28/2017	Anonymous	Getting to the location, or not being available for emergencies at work.
7/31/2017	Anonymous	Time out of office
7/31/2017	Anonymous	none
7/31/2017	Anonymous	There may be times due to work schedule unable to attend.
8/1/2017	Anonymous	Drive, takes more time, more expense for Ab Ed.
8/1/2017	Anonymous	Travel time, increased time away from work, lack of flexibility in delivery day/time.
8/2/2017	Anonymous	Individuals who consume all the airtime
8/3/2017	Anonymous	Time to get to and be out of the office, there is a lot of time wasted at face to face (introductions, sometimes it seems the presenter is just trying to fill the time so longer breaks etc...)
8/3/2017	Anonymous	The timing might not be right for the trainees. No flexibility for the trainee to take the course when free. Costs if not included in the budget
8/4/2017	Anonymous	Time related issues, as to how to schedule the sessions with other priorities and travel time (from rural divisions).
8/7/2017	Anonymous	My personal learning style is face to face. So I wouldn't find there to be any disadvantage.
8/7/2017	Anonymous	set timing limited availability effective class sizing
8/7/2017	Anonymous	Time away from the office, but I can still handle emails at the training.
8/8/2017	Anonymous	Time to get there. Cost of hotel.
8/8/2017	Anonymous	If there is too much discussions about certain specific, detailed issues and that would take time from crucial aspects of the topic. Travel time to sessions can be problematic depending on the timing of the training.
8/8/2017	Anonymous	responding to emergent needs at work,
8/8/2017	Anonymous	defined explanations to questions
8/8/2017	Anonymous	People are all different stages of training.
8/14/2017	Anonymous	The schedule of when the session is offered and when I have to do the related work may not be synced well and then I forget what I've learned by the time I get to the task.
8/14/2017	Anonymous	Side talk can be distracting.

2.16. P5Q1

For the purposes of this survey Online training is defined as training that is only offered over the Internet. For example, an online training session might be an eight-hour interactive web-based information session on SFS sector that allows two-way interaction between instructor and the trainee or trainee to trainee. From your understanding of online training, what characteristics would be important to you to make online training sessions a success?

Question type: Open ended

Number of responses: 63

Number of respondents: 97

Not answered: 34

Date	Respondent	Answer
7/14/2017	Anonymous	Ability to ask questions to a facilitator.
7/14/2017	Anonymous	I actually think it might work best as a recording with an opportunity to interact through a message board. I highly value the ability to adjust the timing of the training. The ability to offer this training through a recording will depend on the content. Instructions on how to use a program can be recorded. Training on something like FOIP might require more detailed discussion.
7/14/2017	Anonymous	Great technology that does not cause disruptions to the seminar as has been experienced in the past
7/14/2017	Anonymous	Content is worthwhile, time required is not too significant.
7/15/2017	Anonymous	ease of registering and use of software
7/16/2017	Anonymous	Opportunity for office hours / in person discussion to test assumptions and enhance communication
7/17/2017	Anonymous	More dates available would be great.
7/17/2017	Anonymous	Prior to the event a tutorial on how to use the training interface
7/17/2017	Anonymous	I do not prefer online training
7/17/2017	Anonymous	Hate these Constantly being interrupted at work, communication is low, just give me the book to read and no texting and chatting on line, do not like texting or skypeing
7/17/2017	Anonymous	interaction and input valued by participants.
7/17/2017	Anonymous	Easy access to trainer.
7/17/2017	Anonymous	- knowledgeable leader/trainer. - reference materials (pre-, during & post- session). - size of class. - class participant level of knowledge and/or experience. - type of activities (pre-, during & postsession).
7/17/2017	Anonymous	Interactive feedback loop that allows for questions would be important. It would also be important to access the recorded session in the future, in case there were challenges with any of the concepts.
7/17/2017	Anonymous	I am not a fan of online training
7/17/2017	Anonymous	two-way interaction

7/17/2017	Anonymous	The form of the webinar, training works correctly ie no technical issues for some. the ability to test the connection with a LIVE person.
7/19/2017	Anonymous	no interruptions good technology -- no problems with connection
7/19/2017	Anonymous	Same as face to face.
7/19/2017	Anonymous	the availability to ask a question if something is not clear or I lack understanding
7/21/2017	Anonymous	same as in person - important material and an effective efficient trainer solid technology
7/23/2017	Anonymous	Engaging, interactive, access to trainers to respond to questions
7/25/2017	Anonymous	On line training does not work for me I need to have real time communication and face to face interaction.
7/25/2017	Anonymous	They can't be an all day training session, maybe couple hours only. With this being done at the office, it's impossible to offer more time for this type of training.
7/25/2017	Anonymous	Video or webinar explaining concepts
7/25/2017	Anonymous	asynchronous interaction, discussion forums, various means of content presentation, alternative assessments, content must be planned out in advance of development.
7/26/2017	Anonymous	Clarity, ability to ask questions.
7/26/2017	Anonymous	Ability to engage more easily with the instructor.
7/26/2017	Anonymous	Better visual and audio, most sessions I have attended on-line are group sessions and the audio is poor and if there is visual it is poor as well.
7/26/2017	Anonymous	The ability to have handouts or info prior to session in order to be familiar with content
7/26/2017	Anonymous	on line training only works for small groups.
7/26/2017	Anonymous	none. no hope of success with on-line sessions.
7/26/2017	Anonymous	I would want the ability to ask certain questions related to my work environment.
7/26/2017	Anonymous	No interruptions, if I in my office at school. Couldn't do an eight hour session, to many interruptions.
7/26/2017	Anonymous	The ability to ask questions and have group discussions. However, in my experience there is far less interaction during online sessions compared to in-person sessions.
7/26/2017	Anonymous	easy to attend (software - like Zoom) just a link, enough reminders, very upbeat trainers

7/26/2017	Anonymous	-I like this idea and would participate but I find I have a much lower success rate personally with participating in online training. When it's a date and time where I go to a location to attend, I am much more likely to book it off and participate. Because I am so busy and have so many demands on my time, it is easy to get into an unplanned meeting or in a phone/personal conversation with a therapist/parent/staff member... and miss an online training session. -if this was all that was available, I would put a lot of effort into participating though
7/26/2017	Anonymous	There are so many variables. Some of the more remote locations have limited or sporadic internet connectivity. The sessions could be more job specific, for instance have school based users together or Admin together. Or alternatively have like jurisdictions together, eg, Rural school divisions would have similar issues.
7/26/2017	Anonymous	Direct conversation
7/27/2017	Anonymous	Skype training; not phone. I find it beneficial to see people if possible.
7/27/2017	Anonymous	The online training should be open for a number of days to allow trainees to access or refer it for a few days.
7/27/2017	Anonymous	handouts of training material prior to online training session.
7/27/2017	Anonymous	flexibility, way to contact instructor, method in which material presented
7/27/2017	Anonymous	Ensuring that systems will work and everyone has the tech support if needed
7/28/2017	Anonymous	Flexibility of times available for training. Reliable, easy to use technology
7/28/2017	Anonymous	Easy to read screens that are organized well. Ability to stop part way through and come back, if needed.
7/31/2017	Anonymous	Good examples, not rushed material
7/31/2017	Anonymous	i am not a fan of online training
7/31/2017	Anonymous	Easy access; work schedule
8/1/2017	Anonymous	Easy to use platform. Convenient time frames.
8/1/2017	Anonymous	Options for day of participation, option to review session later, support with technological challenges related to online learning.
8/2/2017	Anonymous	Good internet connection, good pace of presentation and a presenter that has good vocal skills and a sense of humour
8/3/2017	Anonymous	Clear communication, opportunity for timely questions (ie. chat function),
8/3/2017	Anonymous	The course should be available for a couple of months to allow the trainees to do it when free. Material or notes should be made available to the trainees The program should be compatible with most or basic computer software.
8/7/2017	Anonymous	interaction

8/7/2017	Anonymous	Ability to interact with the instructor. That is, not a recorded webinar.
8/8/2017	Anonymous	You need to be away from your other work to minimize distractions, or be able to block it out at least. Clear connection is very important. Too easy to tune out otherwise.
8/8/2017	Anonymous	Smooth connections and good audiovisual quality are crucial as well as the way the interaction is set up.
8/8/2017	Anonymous	getting me engaged - asking me questions, having me try something/do a test
8/8/2017	Anonymous	I would not want to have online training.
8/8/2017	Anonymous	Though face to face is my preference, people are at different places in their knowledge and efficiency with the system. I think the two-way would be very good.
8/14/2017	Anonymous	Make connections with people but in an online format - list of participants w email addresses, locale, etc. Good quality lessons and tools. If you are not going to have the benefit of face to face with a person, you need to compensate online. Do not just move an in person lecture to an online format. Two different things. A good tool like Illuminate or similar - ability to post documents, chat function, presentation function, audio and video.
8/14/2017	Anonymous	Two-way interaction would be helpful.

2.17. P5Q2

What do you think might be the advantages of online training?

Question type: Open ended

Number of responses: 66

Number of respondents: 97

Not answered: 31

Date	Respondent	Answer
7/14/2017	Anonymous	Performing from the comfort of your own space and possibly at ones one schedule.
7/14/2017	Anonymous	Elimination of travel time and costs. Possible flexibility on training time.
7/14/2017	Anonymous	Convenience
7/14/2017	Anonymous	Convenience of doing the training on your own schedule, at your own facility.
7/15/2017	Anonymous	not having to travel
7/16/2017	Anonymous	Feasibility of participating
7/17/2017	Anonymous	Lower costs to all parties.
7/17/2017	Anonymous	time saving and cost saving

7/17/2017	Anonymous	very little
7/17/2017	Anonymous	easier roll out to all participants
7/17/2017	Anonymous	Would save travel time of 3-4 hours.
7/17/2017	Anonymous	- cost savings - recorded: better presentation or great for review
7/17/2017	Anonymous	Stop/start at the convenience of the participant (if possible). Future access to a session. Convenience (no travel involved).
7/17/2017	Anonymous	time
7/17/2017	Anonymous	location flexibility
7/17/2017	Anonymous	Less cost and travel time.
7/18/2017	Anonymous	- More people can attend; - Save School Boards and the GOA money;
7/19/2017	Anonymous	no travel time
7/19/2017	Anonymous	No travel time
7/19/2017	Anonymous	Go at my speed and I can always go back for a refresher
7/21/2017	Anonymous	time saver cost saver
7/23/2017	Anonymous	flexibility of time, location
7/25/2017	Anonymous	nothing for me
7/25/2017	Anonymous	Precise on training delivery method, conversations are to a minimum.
7/25/2017	Anonymous	convenience of doing the training at your desk
7/25/2017	Anonymous	24/7 availability, cost effective, best suited topics, measuring results
7/26/2017	Anonymous	Cut down on Travel time
7/26/2017	Anonymous	advance at your own speed.
7/26/2017	Anonymous	You can attend the training from anywhere. You do not have to be away from the office.
7/26/2017	Anonymous	The advantages are the travel and cost of travel.

7/26/2017	Anonymous	Save travel time
7/26/2017	Anonymous	Save time and money
7/26/2017	Anonymous	if group is small, questions and answers are very useful.
7/26/2017	Anonymous	no travelling. time saving.
7/26/2017	Anonymous	One would not have to travel far, and one could be in their own environment.
7/26/2017	Anonymous	No travel time.
7/26/2017	Anonymous	Less time commitment. Less costly because there are no travel costs.
7/26/2017	Anonymous	travel time is down!
7/26/2017	Anonymous	-no travel -doesn't take up as much of the day -no travel for AB ED staff -less cost to AB ED for the room/food...
7/26/2017	Anonymous	Being able to possibly do the training in two 4 hour sessions rather than one 8 hour session would be advantageous, as many of the attendees would have regular Daily duties to do, and would still be required to do them even if they were to attend the training.
7/26/2017	Anonymous	Flexibility Convenurcnce
7/27/2017	Anonymous	Not having to travel; saves money for district.
7/27/2017	Anonymous	Flexible in terms of time. There are no travelling costs incurred. You can do the training in your office and not pulled away from your other day to day responsibilities.
7/27/2017	Anonymous	no travel time and if the session is recorded, one can do it on their own time.
7/27/2017	Anonymous	flexibility of the training
7/27/2017	Anonymous	online can allow for more people to attend
7/28/2017	Anonymous	More people could attend without as much time commitment and travel
7/28/2017	Anonymous	Can do anywhere, anytime. Can move at your own pace.
7/31/2017	Anonymous	Fit in schedule, no travel, cost
7/31/2017	Anonymous	travel time and cost
7/31/2017	Anonymous	May be better attended. Less cost to attend and easier to schedule into work schedule.
8/1/2017	Anonymous	Can take training at your own convenience.
8/1/2017	Anonymous	Opportunity to train at work rather than travel to remote site. Opportunity to review seminar later.

8/2/2017	Anonymous	No travel time
8/3/2017	Anonymous	less time out of the office, cost savings given no travel
8/3/2017	Anonymous	It is flexible and not time consuming. It is practical application of the material being taught.
8/7/2017	Anonymous	For some people, not having to travel to a specific location could be an advantage.
8/7/2017	Anonymous	minimize travel/accomodation cost potential timing flexibility
8/7/2017	Anonymous	None - still takes the same amount of time.
8/8/2017	Anonymous	flexible time and location
8/8/2017	Anonymous	Flexibility and saving travel time and costs.
8/8/2017	Anonymous	no travel needed, can be done anywhere
8/8/2017	Anonymous	This could be advantageous for people who live in remote communities or need to travel a long distance for the training.
8/8/2017	Anonymous	Your questions can still get answered right away.
8/14/2017	Anonymous	Less travel.
8/14/2017	Anonymous	Take it at your our pace.

2.18. P5Q3

What do you think might be the disadvantages of online training?

Question type: Open ended

Number of responses: 65

Number of respondents: 97

Not answered: 32

Date	Respondent	Answer
7/14/2017	Anonymous	Human interaction not there.
7/14/2017	Anonymous	Some content is hard to effectively delivered on-line. I took the ASBOA School Law courses and they were delivered over Skype to the cohort. It worked ok, but the face to face sessions we had were more effective. Also, we had numerous technical difficulties (lost connections, delays, poor audio, etc).
7/14/2017	Anonymous	Lack of networking

7/14/2017	Anonymous	Delivery of information may take too long, hard to understand
7/15/2017	Anonymous	lack of the interactions
7/16/2017	Anonymous	Limited to written and passive forms of communication
7/17/2017	Anonymous	Less personal.
7/17/2017	Anonymous	loss of interaction and networking
7/17/2017	Anonymous	Hate these Constantly being interrupted at work, communication is low, just give me the book to read and no texting and chatting on line, do not like texting or skypeing
7/17/2017	Anonymous	lack of focus and interruption from outside sources while participant tries to learn
7/17/2017	Anonymous	Not sure
7/17/2017	Anonymous	- limited interaction with other participants. - no opportunity for non-verbal communication.
7/17/2017	Anonymous	Hard to "sit & get" for 8 hours straight, without interaction with others.
7/17/2017	Anonymous	focus, limited interaction
7/17/2017	Anonymous	no direct interaction with other trainees
7/17/2017	Anonymous	It seems to be less personal and without everyone having the same technologies, sometimes communication is restricted to just listening for some.
7/18/2017	Anonymous	- The training will be missing the in person touch due to lack of communication, - The training may not be as effective,
7/19/2017	Anonymous	not as easy to share information interruptions at work
7/19/2017	Anonymous	Face to face is usually preferable for interaction.
7/19/2017	Anonymous	if it is not scheduled in then you might tend to put it off
7/21/2017	Anonymous	n/a
7/23/2017	Anonymous	lack of interaction and engagement
7/25/2017	Anonymous	Cold, impersonal, lack of time and space to do the training.
7/25/2017	Anonymous	Not much interaction with other trainees, could loose interest or be working on other work projects as the session is going on.

7/25/2017	Anonymous	immediate interaction
7/25/2017	Anonymous	need for face time, cost effective but not sticky, no physical interaction as it is the best way to learn, communicate and attain memories, lack of meaningful relationships and connections
7/26/2017	Anonymous	Not everyone will attend the online training
7/26/2017	Anonymous	if it's rote then sometimes you are forced to "slowly" go through information you know. Inability to ask questions.
7/26/2017	Anonymous	Not as easy to engage directly with the instructor or ask questions.
7/26/2017	Anonymous	Interruptions are inevitable if you are not physically away from the office.
7/26/2017	Anonymous	Get distracted by being in office. Unable to fully concentrate on course
7/26/2017	Anonymous	no personal interaction
7/26/2017	Anonymous	loss of attention
7/26/2017	Anonymous	...difficulties getting the technology set up at our school...
7/26/2017	Anonymous	You don't have networking with fellow trainees, and the questions that someone might ask that you might not think about at the time.
7/26/2017	Anonymous	Less interaction with trainer and other participants. The two way flow of discussion is the most beneficial part of face to face training.
7/26/2017	Anonymous	not enough networking with other
7/26/2017	Anonymous	-still need to book a sub if it's a teaching day for me -still need to make up this time I've missed working another time (weekend/evening) -easy to miss, better for me to have a date and time and location -feels impersonal -more isolating -not as encouraging -difficult for me to find a location to participate in online training where I won't have constant interruptions (at our site, there will be lots of interruptions all day, as well as at home)
7/26/2017	Anonymous	Technology and the skills to use it effectively. From experience, I have encountered many individuals that lack the technology, confidence or skills to set up a webinar without incident.
7/26/2017	Anonymous	No proper feedback
7/27/2017	Anonymous	Work-related interruptions may limit amount of content absorbed.
7/27/2017	Anonymous	There are interruptions from other duties or tasks. Network problems might make the training longer than intended The compatibility of participants' computer software to the program requirements could be a challenge.
7/27/2017	Anonymous	no networking opportunity, might not place high priority in taking the training session if training is recorded.
7/27/2017	Anonymous	different learning styles
7/27/2017	Anonymous	systems going down not reading or listening to everything that is being said over the presentation
7/28/2017	Anonymous	People are less focused
7/28/2017	Anonymous	No one to ask questions to, if needed.

7/31/2017	Anonymous	Interaction
7/31/2017	Anonymous	Too many distractions to do other work.
7/31/2017	Anonymous	lack of interactions
7/31/2017	Anonymous	Does not create the same type of networking opportunities.
8/1/2017	Anonymous	Miss the human connection.
8/1/2017	Anonymous	Difficult to answer questions and provide clarification in a timely way? Challenging to connect with students and monitor understanding.
8/2/2017	Anonymous	Bad internet connection and a boring presenter. More difficult to ask questions
8/3/2017	Anonymous	mostly one way conversation, discussion is somewhat limited
8/3/2017	Anonymous	Network or connection challenges might interrupt the training Software compatibility If trainees encounter problems, there is no one ready to assist or problem solve.
8/7/2017	Anonymous	If this is not your learning style, you may limit what you learn. There is also the lack of relationship building with both the instructor and other attendees.
8/7/2017	Anonymous	course development and delivery infrastructure cost adequate delivery infrastructure (both sending and receiving end)
8/7/2017	Anonymous	Less able to interact with instructor/other participants.
8/8/2017	Anonymous	too easy to multitask and not pay attention
8/8/2017	Anonymous	Sometimes face-to-face sessions provides better interaction.
8/8/2017	Anonymous	distractions from other people walking into office, etc.
8/8/2017	Anonymous	Carving out and eight hour time block to fulfill the training could become challenging. I think the individual school jurisdictions must make the time purposefully scheduled for training and treat it as if it were a face-to-face meeting.
8/14/2017	Anonymous	If not done well, you can come out more confused than when you started. Or it's just a colossal waste of time.
8/14/2017	Anonymous	Misunderstanding of material.

2.19. P6Q1

For the purposes of this survey Blended training is training that is split between face-to-face and online. For example an eighthour training session might be comprised of three hours of face-to-face in a class and five hours of online web based information session on SFS sector. From your understanding of blended training, what characteristics would be important to you to make blended training sessions a success?

Question type: Open ended

Number of responses: 63

Number of respondents: 97

Not answered: 34

Date	Respondent	Answer
7/14/2017	Anonymous	Not sure.
7/14/2017	Anonymous	Structure it so most, if not all of the training can be done online and make the face to face session more about getting clarity and going deeper into issues.
7/14/2017	Anonymous	The web based could be presenting information and the in class would be for learning with our colleagues, sharing with each other the realities that face us on a day to day basis
7/14/2017	Anonymous	Clear agenda, knowing what to expect
7/15/2017	Anonymous	I do not think it is a viable option for people from a distance
7/16/2017	Anonymous	Not sure
7/17/2017	Anonymous	The important factor would be the possibility to ask questions.
7/17/2017	Anonymous	Have the online component first. Clarification and info sharing can occur during the follow up face to face
7/17/2017	Anonymous	Still prefer only face-to-face training
7/17/2017	Anonymous	Hate these not much better than 100% on line Constantly being interrupted at work, communication is low, just give me the book to read and no texting and chatting on line, do not like texting or skypeing
7/17/2017	Anonymous	The ability to follow along and learn with input from both sources.
7/17/2017	Anonymous	Not sure. Haven't done this.
7/17/2017	Anonymous	- knowledgeable leader/trainer. - reference materials (pre-, during & post- session). - size of class. class participant level of knowledge and/or experience. - type of activities (pre-, during & postsession). - balance between the interaction with trainer/participants and "receiving base information or knowledge"
7/17/2017	Anonymous	This would highly depend on the topic and the level of difficulty of the subject matter. The face-to face would need to be a convenient location, with easy access and parking and the on-line component would need to be available for a convenient period of time as well.
7/17/2017	Anonymous	examples, case studies
7/17/2017	Anonymous	integration of subject matter concepts between various training methods

7/17/2017	Anonymous	If you are an attendee online it is more difficult to communicate questions - sometimes only a "chat box" that is typed in is all that is available.
7/18/2017	Anonymous	The online component should perhaps come before with the more in depth components coming after.
7/19/2017	Anonymous	I don't see any benefits to this. It has the travel time and the online.
7/19/2017	Anonymous	No comment. Have never done blended training.
7/19/2017	Anonymous	I would need to know the purpose of meeting face to face, this would never be my preference and it often involves travelling and it is more costly
7/21/2017	Anonymous	I can not answer this question without examples of the SFS training that will be offered What 8 hours of SFS training will be provided?
7/23/2017	Anonymous	lots of time during face to face to ask questions, clear communication / objectives for each portion
7/25/2017	Anonymous	Have not done this and again on-line is difficult as I share a very small office that is also used for parent meetings, etc.
7/25/2017	Anonymous	Changes the day up, fresh interaction & possibly smaller class size.
7/25/2017	Anonymous	various learning mediums, promotes continuous learning approach, opportunities exist for collaboration and participation, allows opportunities to cultivate skills on both sides, fast track, deliver to a diverse geography
7/26/2017	Anonymous	Don't think splitting them up is a good idea. You might have less people attending either session.
7/26/2017	Anonymous	timeliness, schedule
7/26/2017	Anonymous	The timing. With this format there would be dates you would have to be committed to.
7/26/2017	Anonymous	I have not attended a blended training session but I could see the benefits of it.
7/26/2017	Anonymous	Ability to be fully prepared prior to course
7/26/2017	Anonymous	small number of people in both cases.
7/26/2017	Anonymous	none
7/26/2017	Anonymous	..the same reasons listed previously...
7/26/2017	Anonymous	I would probably say that I would like more face-to-face time over the online time.
7/26/2017	Anonymous	I don't see a scenario where this is better than either pure online or pure face to face.
7/26/2017	Anonymous	sounds good but since travel is already done we should think on doing all the day worth

7/26/2017	Anonymous	-I haven't ever participating in Blended training so I'm not sure. Because my position is so busy and I have so many hats, I would have to be careful to make it a priority to not just participate in part of the Blended training and miss the other part (ie. running PUF meetings, etc.) -CLEAR communication from AB ED re: when the training is, what it covers, who it is for, etc. -I VERY MUCH appreciate the email reminders re: training sessions of any kind!
7/26/2017	Anonymous	I think that offering a variety of methods, rather than just Face-to Face OR On-line OR Blended.
7/26/2017	Anonymous	Strong presenters
7/27/2017	Anonymous	Having the facilitator available during the online training to address any challenges faced. The training should be off-site the participants' office to avoid interruptions. Getting the right audience. People who actually use the program that is being trained on.
7/27/2017	Anonymous	Not sure. have not been in one like this. the facilitator will have to be extra organized in delivering the materials that could be more beneficial to face-to-face training or online training. I do not know what that might look like.
7/27/2017	Anonymous	blended can be useful if the face to face is more of a question and answer Online is going through the systems and giving good examples
7/28/2017	Anonymous	Sounds like a hassle for most training. I'm unlikely to drive 4 hours for a 3 hour session
7/28/2017	Anonymous	Clear instructions as to what is expected at each venue.
7/31/2017	Anonymous	Easy could be online and more advanced items face to face
7/31/2017	Anonymous	Again, for northern boards it is very difficult for time and travel to attend these sessions.
7/31/2017	Anonymous	work schedule; accessibility to online session engaging instructor
8/1/2017	Anonymous	Same as above.
8/1/2017	Anonymous	Options for day/time of participation in each part of training.
8/2/2017	Anonymous	I don't think this is a good idea
8/3/2017	Anonymous	same as face to face and online
8/3/2017	Anonymous	The instructor has to be available for both sessions. Trainees are given the chance to implement the training onsite and have any issues addressed right away
8/7/2017	Anonymous	Online training for the basic info with face-to-face time to be able to ask questions could be okay.
8/7/2017	Anonymous	proper ratio of online:face completion of web based prior to face to face
8/7/2017	Anonymous	That there be enough face-to-face time so that it is not rushed.
8/8/2017	Anonymous	i think if there was some hands on training involved it would be worth it. Something a bit more than just face to face. an extra reason to be there

8/8/2017	Anonymous	If the modules are fit together well, i.e. the face-to-face leads to the on-line (follow up) session.
8/8/2017	Anonymous	engagement - online, or in person, having to answer questions
8/8/2017	Anonymous	Have the online training first and then the face to face to support questions.
8/8/2017	Anonymous	Ensuring enough tech are available online and in the face-to-face sessions.
8/14/2017	Anonymous	You get the best of both worlds. I like the idea of splitting the time no matter what format you select. 8 hours is too long and there is no chance to practice and follow up is more difficult. And as a non-financial person who has had financial duties put on my plate (not complaining), the reality is that finance training is dry as dust in my opinion. Much more palatable in smaller chunks.
8/14/2017	Anonymous	Helpful if questions could be answered in the face-to-face sessions that arise from the online sessions.

2.20. P6Q2

What do you think might be the advantages of blended training?

Question type: Open ended

Number of responses: 59

Number of respondents: 97

Not answered: 38

Date	Respondent	Answer
7/14/2017	Anonymous	Move at ones own pace.
7/14/2017	Anonymous	A good combination of flexibility and getting direct help on issues that are encountered.
7/14/2017	Anonymous	More efficient
7/14/2017	Anonymous	Opportunity to ask questions and interact
7/15/2017	Anonymous	little bit of interaction
7/16/2017	Anonymous	Feasibility with opportunity for assumption testing and non-written / active communication.
7/17/2017	Anonymous	Lower costs to both the school and the trainer.
7/17/2017	Anonymous	different folks learn in different ways, the blended training is more likely to capture different learning stydles
7/17/2017	Anonymous	Hate these not much better than 100% on line Constantly being interrupted at work, communication is low, just give me the book to read and no texting and chatting on line, do not like texting or skypeing

7/17/2017	Anonymous	Easier delivery, more participation from clients
7/17/2017	Anonymous	Not sure.
7/17/2017	Anonymous	- progress through material at own pace. - opportunity for knowledgeable and contextual questions.
7/17/2017	Anonymous	The face-to-face would introduce participants to each other that would allow for peer mentorship with the on-line component.
7/17/2017	Anonymous	time management, travel
7/17/2017	Anonymous	variable training allows for better understanding of concepts
7/17/2017	Anonymous	All can attend easier whether at a distance or not.
7/18/2017	Anonymous	Money can be saved, This can be a more efficient form of training, The personal touch will still be there, The easier aspects can be done through online means.
7/19/2017	Anonymous	No comment
7/19/2017	Anonymous	highly technical training perhaps
7/21/2017	Anonymous	none We can learn in many different ways
7/23/2017	Anonymous	Best of both worlds
7/25/2017	Anonymous	Don't know
7/25/2017	Anonymous	the opportunity to work through the information at your own pace rather than the pace of the training group.
7/25/2017	Anonymous	best of both worlds, enhances effectiveness, simplifies logistics, cost effective, allows for control over training, develops soft skills, provides feedback on performance
7/26/2017	Anonymous	People can choose just to attend the online or face-face session
7/26/2017	Anonymous	Take advantage of your own pace.
7/26/2017	Anonymous	Best of both worlds.
7/26/2017	Anonymous	The initial training could be done face-to-face in a short period then you could work with the product and have on-line training for questions, problems etc.,
7/26/2017	Anonymous	Involvement with instructor
7/26/2017	Anonymous	cost saving, time to consider what happened in the initial session.
7/26/2017	Anonymous	I am not sure, but I would be willing to give it a try.

7/26/2017	Anonymous	Don't see an advantage except that it might be as long of a day.
7/26/2017	Anonymous	Not really any.
7/26/2017	Anonymous	time to think in questions and then solve them in the online session
7/26/2017	Anonymous	-not sure?
7/26/2017	Anonymous	Different people respond differently to different methods.
7/26/2017	Anonymous	A trainee gets best of both plus flexibility
7/27/2017	Anonymous	For me I don't see an advantage.
7/27/2017	Anonymous	It gives the participants a hands on training approach. They can apply what they are learning and seek clarity when needed immediately.
7/27/2017	Anonymous	allow for people to attend the blended training if needed, have more people attend the online sessions
7/28/2017	Anonymous	Likely more benefit for people in urban areas
7/28/2017	Anonymous	Allows you to move at your own pace, as well as an opportunity to ask questions and network.
7/31/2017	Anonymous	Split cost, opp to discuss and interact
7/31/2017	Anonymous	Practice time in between the sessions. Come back with questions you may have.
7/31/2017	Anonymous	lowers cost of attendance to training creates access face to face with instructor creates networking opportunity
8/1/2017	Anonymous	Best and worst of both the others...
8/1/2017	Anonymous	Combines advantages of 2 training options.
8/2/2017	Anonymous	None
8/3/2017	Anonymous	Can address topics that are difficult online during face to face,
8/3/2017	Anonymous	Hands on learning approach
8/7/2017	Anonymous	Might give the opportunity to go through and digest the course info and then bring questions to a face-to-face session.
8/7/2017	Anonymous	more efficient use of instructor and student time focused question and answer opportunity to review online content after the fact.
8/7/2017	Anonymous	Can't think of any.
8/8/2017	Anonymous	allows some flexibility of online but keeps you on track with the face to face part - helps ensure you aren't multitasking, etc
8/8/2017	Anonymous	Flexibility with the on-line portion, if it can be paused and continues at a better suited time.

8/8/2017	Anonymous	time of travel - reduced
8/8/2017	Anonymous	I think the blended training may allow for splitting into levels to better assist each learner or small groups of learners with similar skill levels.
8/14/2017	Anonymous	Chance to practice learning at home and bring problems back.
8/14/2017	Anonymous	Can take the online training anytime.

2.21. P6Q3

What do you think might be the disadvantages of the blended training?

Question type: Open ended

Number of responses: 52

Number of respondents: 97

Not answered: 45

Date	Respondent	Answer
7/14/2017	Anonymous	Would they be done on the same day? Making sure the online completed before the face to face.
7/14/2017	Anonymous	People have to do the pre-work. It is a waste of everyone else's time if the pre-work hasn't been done by some participants and session is spent teaching what you should have already learned.
7/14/2017	Anonymous	None
7/15/2017	Anonymous	if you are traveling for 3hrs might as well travel for 8
7/16/2017	Anonymous	None.
7/17/2017	Anonymous	Less personal contact.
7/17/2017	Anonymous	loss of momentum of learning depending on time frame between sessions
7/17/2017	Anonymous	My as well just give out material and do it in the one face to face, skip the texting chatting Hate these not much better than 100% on line Constantly being interrupted at work, communication is low, just give me the book to read and no texting and chatting on line, do not like texting or skypeing
7/17/2017	Anonymous	As prior, focus and interruption
7/17/2017	Anonymous	Not sure.
7/17/2017	Anonymous	- less definitive timelines. - participants who don't do their homework (depending on the structure of the blended session). - slower face-to-face session.
7/17/2017	Anonymous	Might be hard to access for rural participants?
7/17/2017	Anonymous	focus, interruptions
7/17/2017	Anonymous	no disadvantages
7/17/2017	Anonymous	Online input is not as easy as being in person
7/19/2017	Anonymous	No comment

7/19/2017	Anonymous	would still require travel and expenses and again face to face can get bogged down in questions
7/21/2017	Anonymous	none
7/25/2017	Anonymous	Lack of ability to make those personal connections. Lack of time and space for onsite space to do training.
7/25/2017	Anonymous	Drive into the city for three hours does not seem practical. I would rather have 8 hours training and be done with it.
7/25/2017	Anonymous	technology challenge both infrastructure and mentally, pace of advancement, cognitive overload, plagiarism and credibility problems
7/26/2017	Anonymous	Less people registering for the blended training
7/26/2017	Anonymous	Depending on how it's broken down there may be some wasted time doing what you already know.
7/26/2017	Anonymous	If the two sessions were held too far apart it might not be as effective, depending on what the training was for.
7/26/2017	Anonymous	Time commitment could possibly be greater.
7/26/2017	Anonymous	Might be too long of time between on line course and in person session to effectively absorb course content
7/26/2017	Anonymous	scheduling of sessions, groups too large.
7/26/2017	Anonymous	...because of the same statement listed above, although it might take more time altogether.
7/26/2017	Anonymous	Depending on the time for face-to-face, to network with other trainees.
7/26/2017	Anonymous	I would call this the worst of 2 worlds. You do not get the full benefit of participating as a group but you still have the time and travel costs for the face to face portion.
7/26/2017	Anonymous	since travel is done we should take advantage of it no only half day...
7/26/2017	Anonymous	-above
7/26/2017	Anonymous	Inconvenient for some
7/27/2017	Anonymous	It's not time efficient. I would prefer to wrap things up in one session.
7/27/2017	Anonymous	There might technical challenges. There has to be a good balance of the face-to-face and the online training to ensure participants are engaged and applying their new skills.
7/28/2017	Anonymous	Lack of continuity/flow for the training
7/28/2017	Anonymous	Can maybe do one, but not the other. Could be redundant if not planned carefully.
7/31/2017	Anonymous	May pick and choose and then not get whole training
7/31/2017	Anonymous	may be difficult to schedule 2 days of training.

8/1/2017	Anonymous	Commitment across multiple days.
8/2/2017	Anonymous	You still have travel time and possible internet issues
8/3/2017	Anonymous	costs incurred for a 3 hour face to face,
8/3/2017	Anonymous	The training could be time consuming.
8/7/2017	Anonymous	Some attendees may find it too time consuming?
8/7/2017	Anonymous	time lapse between training types (forgetting questions)
8/7/2017	Anonymous	Time constraints and being rushed.
8/8/2017	Anonymous	If I'm already taking the time to travel somewhere, and likely already have to have a hotel if the training is first thing in the morning, it makes more sense to me to have the whole training face to face. Travelling for more time than you have a session is not worth it to me.
8/8/2017	Anonymous	I don't see any real disadvantages.
8/8/2017	Anonymous	one might be better than the other
8/8/2017	Anonymous	Mixed attendance
8/8/2017	Anonymous	I think the blended training would be a more efficient use of time and training personnel.
8/14/2017	Anonymous	More appointments on the calendar.

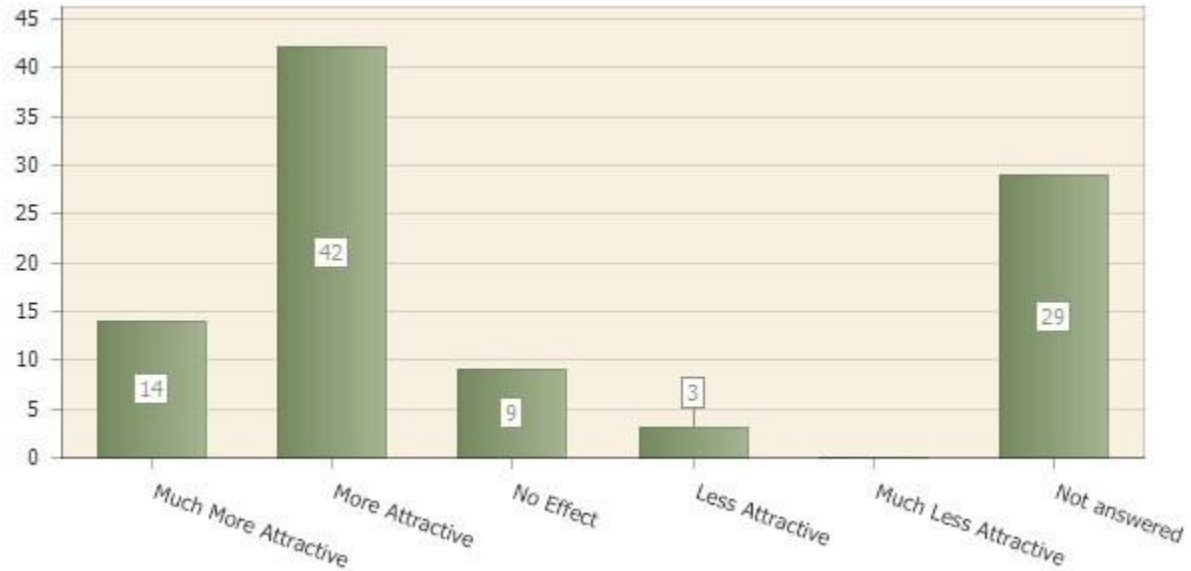
2.22. P7Q1

Would adding direct interaction between instructor and trainee, and between trainees make an online training session more or less attractive to you?

Question type: Multiple choice

Number of responses: 68

Number of respondents: 97



Answer	Count	Percent answer
Much More Attractive	14	14.4%
More Attractive	42	43.3%
No Effect	9	9.3%
Less Attractive	3	3.1%
Much Less Attractive	0	0%
Not answered	29	29.9%

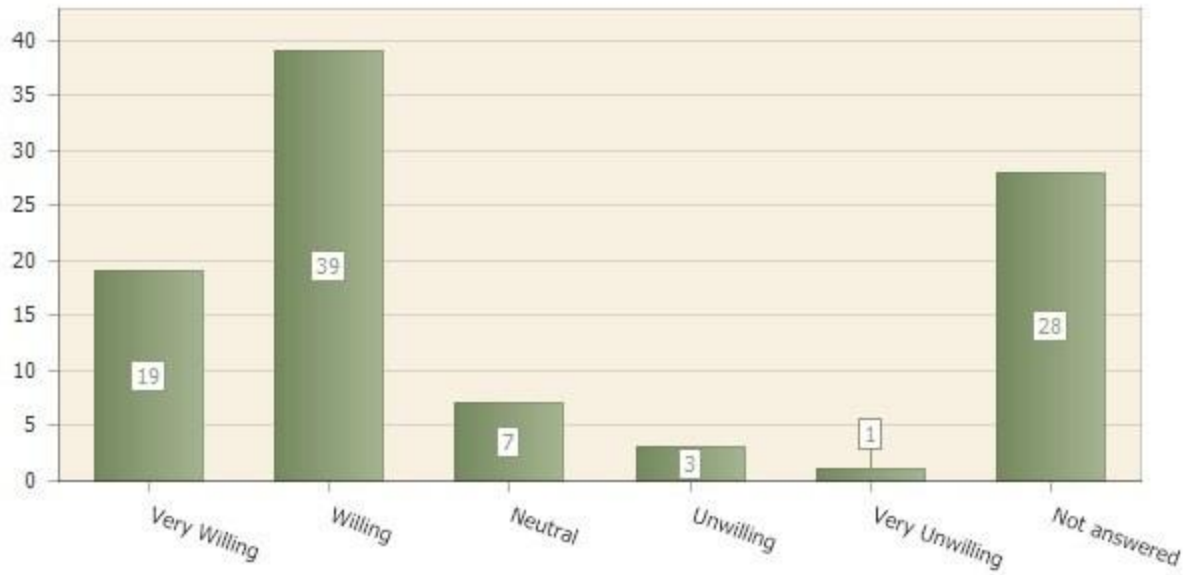
2.23. P7Q2

If a session you would like to take is not available as an only face-to-face session, but available as an online session, how willing would you be to try the online format?

Question type: Multiple choice

Number of responses: 69

Number of respondents: 97



Answer	Count	Percent answer
Very Willing	19	19.6%
Willing	39	40.2%
Neutral	7	7.2%
Unwilling	3	3.1%
Very Unwilling	1	1.0%
Not answered	28	28.9%

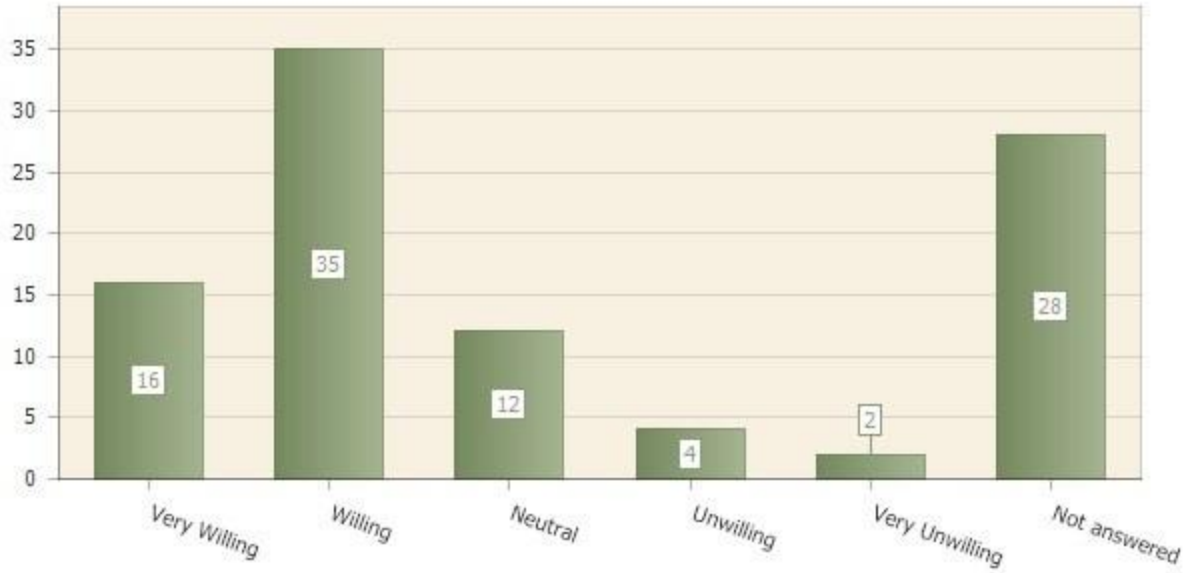
2.24. P7Q3

If a session you would like to take is not available as an only face-to-face session, but available as a blended session (partly online and partly face-to-face), how willing would you be to try the blended format?

Question type: Multiple choice

Number of responses: 69

Number of respondents: 97



Answer	Count	Percent answer
Very Willing	16	16.5%
Willing	35	36.1%
Neutral	12	12.4%
Unwilling	4	4.1%
Very Unwilling	2	2.1%
Not answered	28	28.9%

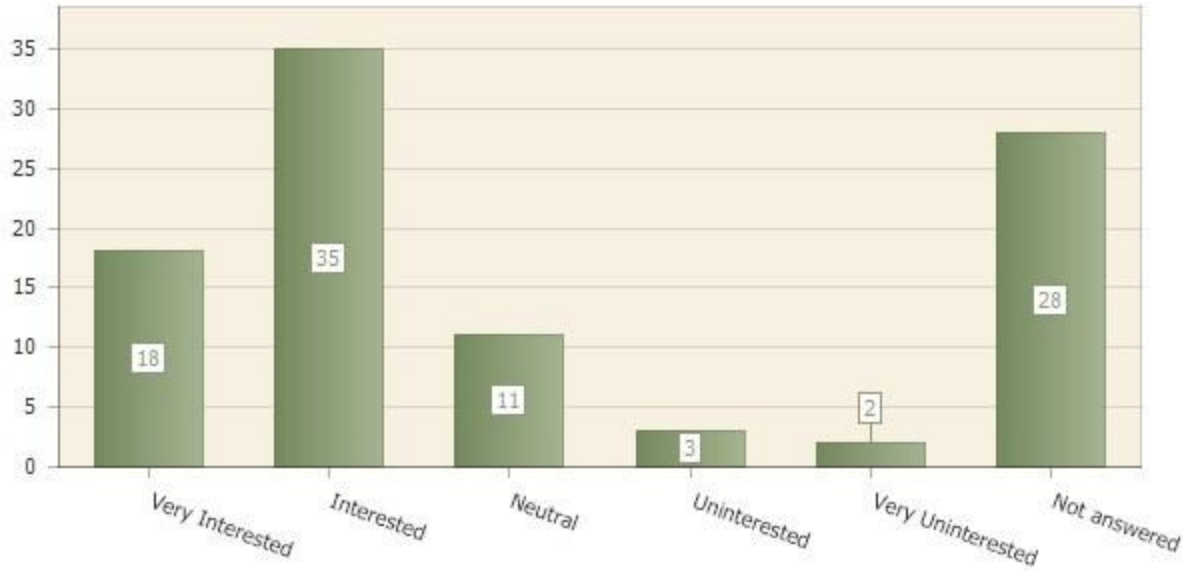
2.25. P7Q4

How interested would you be to take an online training using webinar (a tool for synchronous, real-time online interaction between an instructor and trainees and among trainees)?

Question type: Multiple choice

Number of responses: 69

Number of respondents: 97



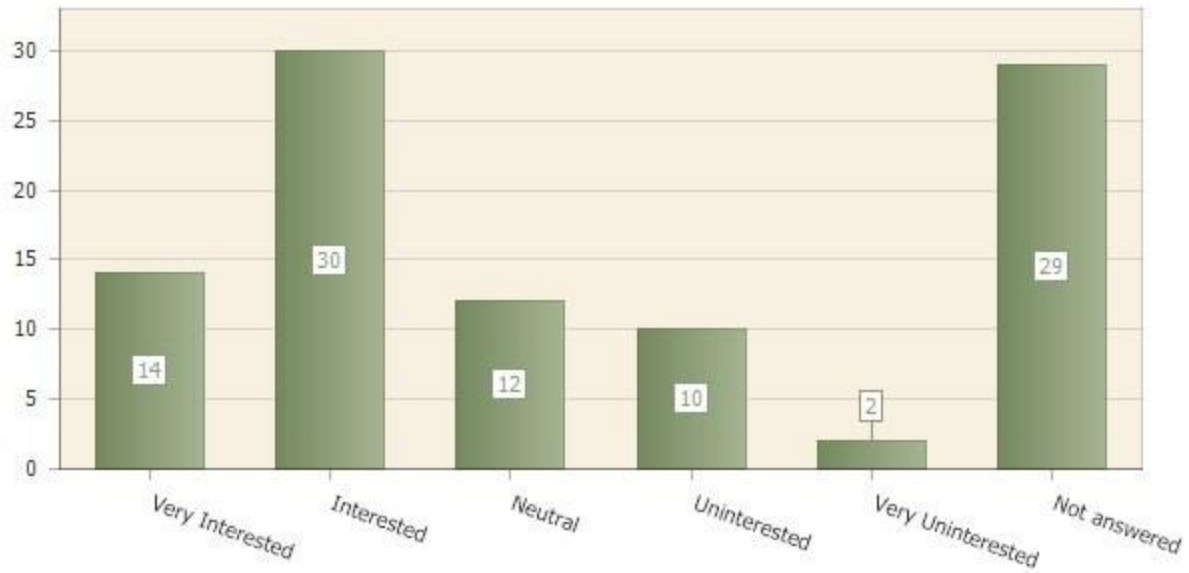
Answer	Count	Percent answer
Very Interested	18	18.6%
Interested	35	36.1%
Neutral	11	11.3%
Uninterested	3	3.1%
Very Uninterested	2	2.1%
Not answered	28	28.9%

2.26. P7Q5

How interested would you be to take an online training using webcast (a tool that allows for either synchronous real-time participation by a trainee or asynchronous flexible participation where the trainee can participate at his/her convenience; with this tool, there is typically limited interaction between the instructor and trainees and among trainees)? Question type: Multiple choice

Number of responses: 68

Number of respondents: 97



Answer	Count	Percent answer
Very Interested	14	14.4%
Interested	30	30.9%
Neutral	12	12.4%
Uninterested	10	10.3%
Very Uninterested	2	2.1%
Not answered	29	29.9%

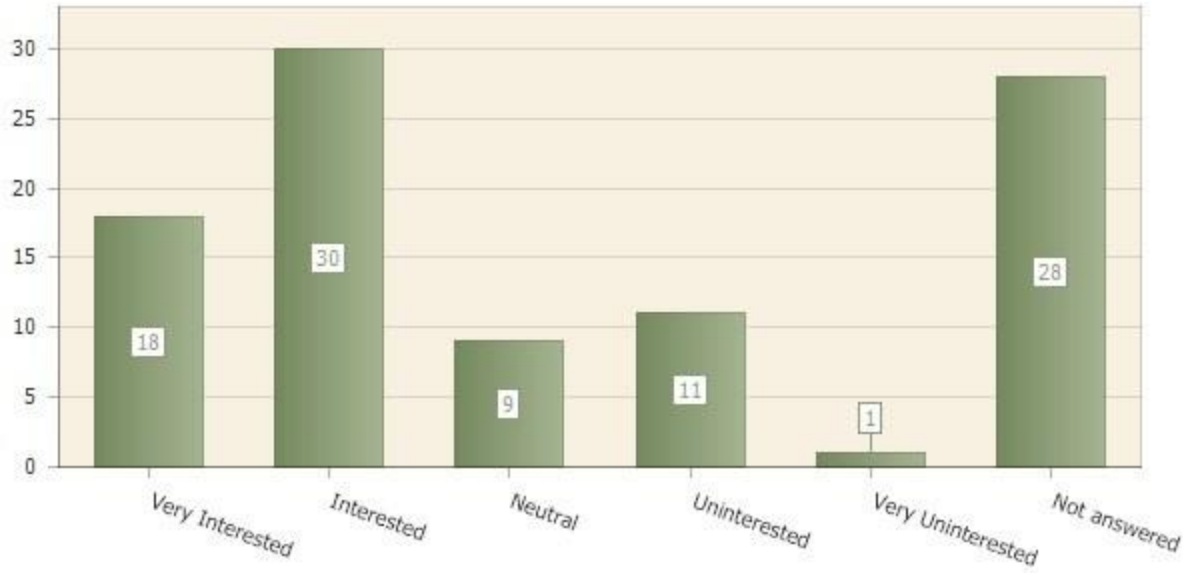
2.27. P7Q6

How interested would you be to take an asynchronous online course where you participate at your convenience, are able to download instruction materials, and be part of an asynchronous discussion forum with other trainees and instructor?

Question type: Multiple choice

Number of responses: 69

Number of respondents: 97



Answer	Count	Percent answer
Very Interested	18	18.6%
Interested	30	30.9%
Neutral	9	9.3%
Uninterested	11	11.3%
Very Uninterested	1	1.0%
Not answered	28	28.9%

2.28. P7Q7

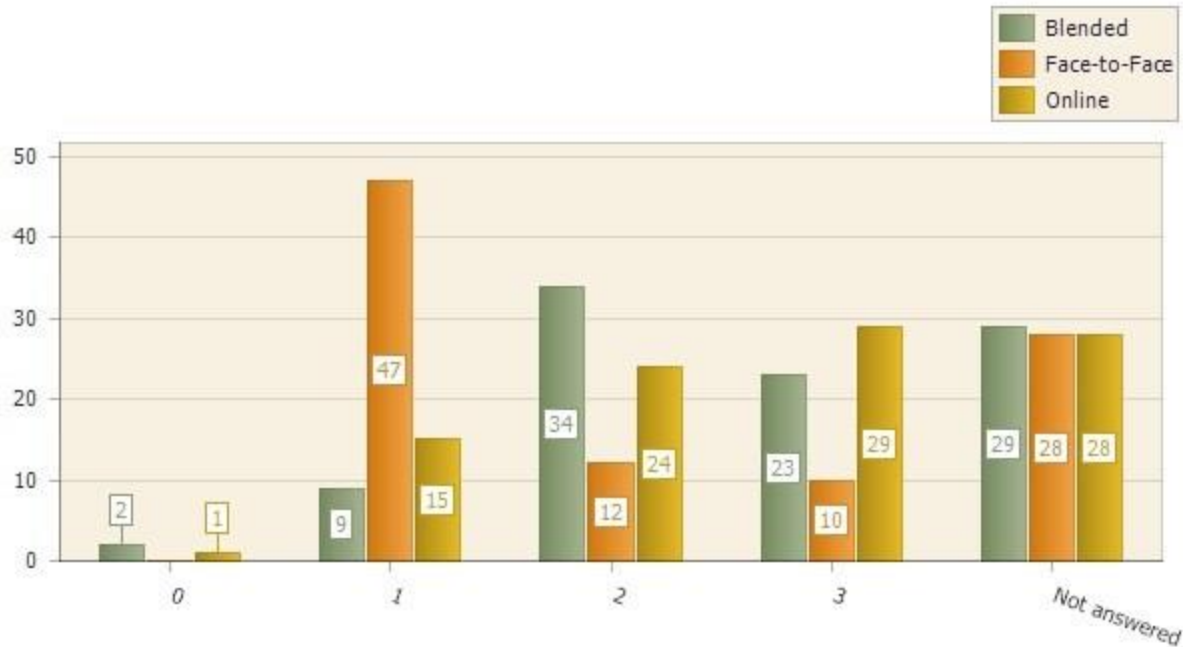
Please rank your preferences for different delivery methods for training (1-Most Preferred, 3-Least Preferred).

Question type: Matrix & Multimatrix

Number of responses: 69

Number of respondents: 97

Scale: 1 – 3; 0: NA



Matrix row	Not answered	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	NA option
Face-to-Face	28 (28.9%)	1.5	0.7	47 (68.1%)	12 (17.4%)	10 (14.5%)	0 (0%)
Online	29 (29.9%)	2.2	0.8	15 (21.7%)	24 (34.8%)	29 (42.0%)	1 (1.4%)
Blended	31 (32.0%)	2.2	0.7	9 (13.2%)	34 (50.0%)	23 (33.8%)	2 (2.9%)

2.29. P7Q8

Please indicate your reasons for your rankings.

Question type: Open ended

Number of responses: 55

Number of respondents: 97

Not answered: 42

Date	Respondent	Answer
7/14/2017	Anonymous	Ability to ask questions that may come up from previous years that I can ask directly to the instructor. I also like going to the face to face to make sure that any changes in deadlines and process are understood.
7/14/2017	Anonymous	I recognize that F2F can deliver superior instruction, but I am so busy that I have a hard time getting away or scheduling a session at the day it is offered. I am more likely to get training if I can do some of the training on my own time. I actually do most of my PD this way.

7/14/2017	Anonymous	Face to face is the best, Blended is a combination, and just online is too impersonal but necessary in some situations
7/15/2017	Anonymous	blended is not ideal because of travel considerations
7/17/2017	Anonymous	Face to face is good but, (1) depending on the audience and instructor, time limits your ability to delve deeper in a subject. Online and blended are more efficient in my view.
7/17/2017	Anonymous	Reasons stated earlier
7/17/2017	Anonymous	Hate online and blended Constantly being interrupted at work, communication is low, just give me the book to read and no texting and chatting on line, do not like texting or skypeing Need to create the space to learn something and meet and talk to colleges.
7/17/2017	Anonymous	was asked to rank from most to least.
7/17/2017	Anonymous	Highest rating for what I am most familiar with.
7/17/2017	Anonymous	Face to face provides me with the greatest flexibility in how the course/training progresses. Blended provides the added benefit of preparing for the face-to-face session, but the face-to-face portion may be bogged in achieving a base level of understanding to make it meaningful. I perceive the on-line version to be the least flexible towards the participants even with a Q&A component, it has the highest degree of passive learning.
7/17/2017	Anonymous	Ability to interact
7/17/2017	Anonymous	i learn best with face-to-face
7/17/2017	Anonymous	learning styles are better supported by face to face interaction.
7/19/2017	Anonymous	prefer face to face I also think it really depends on the topic -- some are better on line and some are better face to face to provide basic info, online may work, but to apply/learn a new system/program face to face is better
7/19/2017	Anonymous	NA
7/19/2017	Anonymous	I believe i have stated this a number of times already - in face to face and blended the group can only go as fast as the slowest learner
7/21/2017	Anonymous	Online is efficient
7/23/2017	Anonymous	I prefer more interaction
7/25/2017	Anonymous	Face to face is always better for me, human interaction is one of the basic needs of life.

7/25/2017	Anonymous	I enjoy the interaction of the Face-to-Face sessions, I find I learn more. Blended would be second choice, as I've never attended a session like this, but interested in doing so. Online is third as I find sometimes I loose track of thought.
7/25/2017	Anonymous	One of the key elements of the learning process is the dynamic relationship shared between a student and fellow students, and a student and the teacher. Face-to-face learning fosters these relationships; such dynamism may be minimized or lost when training is undertaken on a distance or virtual format. Richness of information and memorable experiences are deduced through behavior and body language, including one's mannerisms, gestures, tone, language, and volume of voice. Face-to-face communication allows the entire experience to not only be heard but also seen and felt. Face-to-face training also adds a personal element to a workshop as opposed to computer-based education. Responses, connections, and reactions are prevalent during in-person training.
7/26/2017	Anonymous	I like seeing the person teaching.
7/26/2017	Anonymous	I like interaction with participants, both during presentation and at breaks. Blended gives you some of earch.
7/26/2017	Anonymous	Depending on what the topic of the training, I usually find that I get more out of it when it's face to face. Online training can be effective when done right and there are opportunities to ask questions.
7/26/2017	Anonymous	Prefer face to face contact
7/26/2017	Anonymous	like the asynchronous on line course the best.other forms are ok if groups are small.
7/26/2017	Anonymous	only face-to-face
7/26/2017	Anonymous	I prefer human interactions when I am learning new information in general, but then I am 61 years old and wasn't brought up with computers when I was a young child. That being said, I am very appreciative of new technology and I am most willing to learn with it!! My school director agrees with me! I am an Office Administrator.
7/26/2017	Anonymous	I like the networking and hearing about things that work and when they didn't how to fix it.
7/26/2017	Anonymous	The most value I get out of training sessions is face to face. Asking questions and having discussions you learn a lot more and gain a better understanding of the topic.
7/26/2017	Anonymous	more focus is face to face, not so easy to miss, networking
7/26/2017	Anonymous	See comments earlier in survey. :) -IF Face-to-Face is available, this will always be my first choice, but if online or blended was all that was available, I will participate in this.
7/26/2017	Anonymous	Personally I prefer to be Face-to-Face, but I am in charge of training the rest of the users in my division, and I know from experience that without a variety of methods/availability they will not attend. I am from a division of over 20 schools, and in the past 3 years, know of only 5 people who have attended training, either because "the sessions are always full", "they are not offered when we can go" or "my school won't pay for a sub and travel". Having more opportunities, even if they are self-directed is definitely the better option.
7/26/2017	Anonymous	Prefers person to person contact

7/27/2017	Anonymous	Face-to-face is preferred as questions are addressed immediately and where one is lagging behind you can ask the instructor to explain further or repeat. Online could have time limitations, technical challenges and no instructor available to address any concerns. Blended is most preferred as it gives the participants a hands-on approach to what is being taught.
7/27/2017	Anonymous	They all are beneficial depend on the time of year and workload.
7/27/2017	Anonymous	I feel that I get more information from face to face. Better for me to be away from the office and not get interrupted.
7/28/2017	Anonymous	Ease & practicality for scheduling
7/28/2017	Anonymous	Face to Face: can take more time than needed Blended: can be difficult to get to a meeting Online: like the flexibility and autonomy
7/31/2017	Anonymous	I prefer face to face training. It is less distracting then working from within your office where other things can interrupt the learning.
7/31/2017	Anonymous	On line allows more flexibility for training for staff in rural settings; more staff are able to participate in training with minimal cost to the organization.
8/1/2017	Anonymous	I prefer the face to face contact - find I learn better.
8/1/2017	Anonymous	Prefer to do training at a time that works well for my program as I have classroom responsibilities in addition to administrative ones.
8/2/2017	Anonymous	Already answered
8/3/2017	Anonymous	More can be learned in a shorter amount of time with less hassle through online.
8/3/2017	Anonymous	It boils down to one's learning style. I prefer interaction and practical at the same time.
8/7/2017	Anonymous	My best learning style is face-to-face. If the only option was online or blended, then I would have to accommodate it.
8/7/2017	Anonymous	face to face typically provides the best opportunity for interaction. blended produces risk of timing and double content.
8/8/2017	Anonymous	Blended is not really worth it to me. It sucks up my time like face to face but without all the benefits.
8/8/2017	Anonymous	Flexibility with time is the real driver.
8/8/2017	Anonymous	I am more engaged face to face
8/8/2017	Anonymous	I prefer a face to face training as I am less distracted and able to focus on the training.
8/8/2017	Anonymous	I think simply due to the individual needs in training ranging across the spectrum that the online training may serve varied skills more efficiently.

8/14/2017	Anonymous	As noted in previous responses.
8/14/2017	Anonymous	Prefer face-to-face training

2.30. P7Q9

What other topics would you like to see presented by SFS in the training sessions that are not currently offered?

Question type: Open ended

Number of responses: 28

Number of respondents: 97

Not answered: 69

Date	Respondent	Answer
7/14/2017	Anonymous	Any website changes made for reporting or submission of documents. The many changes these past few years make it difficult to know what to expect.
7/17/2017	Anonymous	Make sure that there is a session(s) on using extranet
7/17/2017	Anonymous	I would like sessions on lessons learned by SFS reps when they visit districts and see learning opportunities from other districts. As well as best practices to make reporting tasks easier, so this district has set up its operations this way and has no issues with monthly reporting as an example. Continue with the technical training on changes to funding manuals, reporting regulations As well as the refresher courses on various reporting, and compliance requirements, constant staff turnover necessitates this. Would really like a School Head/Fin/SIS Admin Assistant Training program that would come out to districts and help train local staff Basics in FOIP for Senior Admin Assistant (Head Secretary) Basic on Student Registration Forms 2 or 3 levels on PASI ECS to 9 and 10 to 12 versions Bus Catchment areas, funded students vs unfunded Service Fee's overview of reporting requirements School Generated Funds, definitions, concerns Department gets from Families ... CUM files, student records, Student Testing IPPs ... Staff do not always believe District Office that we need to do this to meet legislation, regulation
7/17/2017	Anonymous	Nothing at the moment, but this is an ever-changing landscape and training should be an ongoing question.
7/17/2017	Anonymous	SFS offers sufficient training session opportunities.
7/19/2017	Anonymous	NA
7/21/2017	Anonymous	none
7/25/2017	Anonymous	The training I require is already offered.
7/25/2017	Anonymous	Financial
7/26/2017	Anonymous	A session on tracking finances for the PUF Grant.

7/26/2017	Anonymous	PASI, FES, Sharepoint
7/26/2017	Anonymous	Step by step instruction on filling out PUFIS application online Step by step instruction on filling out budget worksheet and AFS
7/26/2017	Anonymous	afs-would like to have robert go thru the year end in detail. damien/william-explain the ceu process including high school redesign.
7/26/2017	Anonymous	focus on Private ECS Operators. I have no intention of attending a session that provides info for all the different authority types.
7/26/2017	Anonymous	I cannot think of any additional topics to be presented. I appreciate everything I have learned at previous workshops! Thank you, Anne Bransby-Williams at Banbury Crossroads School
7/26/2017	Anonymous	This year there wasn't a budget session. When new things are added it is easier to understand that trying to figure out as you somethings don't quite get what they have written down.
7/26/2017	Anonymous	I assume you mean sessions that are not offered for all school board employees? At ASBOA conferences I have attended sessions on home education, enrolment information as it pertains to non-Canadian citizens, CEU funding, etc. that have been really valuable. Not sure if you would consider those currently offered or not.
7/26/2017	Anonymous	specific on how to ready the receipts, how to read the FES and how to solve it if is wrong
7/26/2017	Anonymous	-anything that keeps me up to date on any changes, helps me know I am interpreting the documentation / AB ED guides / etc. correctly and that I am running programming well -resource sharing -opportunities to be informed, up dated, reinforce past learning (I learn something new every time I attend an AB ED session, have been attending them for 11 years now) -info and training on Documentation would be great (it was touched on last fall at one of the sessions but the info we were given was a bit rushed and conflicted with past info - ie. Cumulative Files) -info specific to ECS Operators (not large, public systems) -everything is MUCH appreciated - I really enjoyed the training sessions offered in the fall of 2016 and attended 2 days of sessions, very worth my time and energy!! THANK YOU!
7/26/2017	Anonymous	More information about audits and the auditing process.
7/26/2017	Anonymous	ANYTHING pedagogical
7/27/2017	Anonymous	I am happy with what is being offered and the help desk and share pointe have been very useful with the tech help when needed.
7/28/2017	Anonymous	Not sure
7/28/2017	Anonymous	No feedback to give
8/3/2017	Anonymous	I have only attended FES training so I am open to any courses being offer to enhance my knowledge and understanding.
8/7/2017	Anonymous	Specific sessions to go through funding formulas ie holdback calculations.

8/8/2017	Anonymous	not sure
8/8/2017	Anonymous	No urgent needs for additional topics currently.

Appendix D – Chi-Square Test & Cross Tabulation

```
GET
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sv.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
RECODE Ofthesessionsyouregisteredforhowmanywereyouabletoattend ('All'=3) ('Som
e'=2) ('None'=1)
(ELSE=SYSMIS) INTO V1.
VARIABLE LABELS V1 'Number of sessions attended'.
EXECUTE.
DATASET ACTIVATE DataSet1.
RECODE Howisyourjurisdictionlocationclassifie (d'Rural'=1) ('Urban'=2) ('Metro
'=3) (ELSE=SYSMIS)
INTO V2.
VARIABLE LABELS V2 'Jurisdiction Classification'.
EXECUTE.
DATASET ACTIVATE DataSet1.
SAVE OUTFILE='/Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Res
ponse_sv.sav'
/COMPRESSED.
CROSSTABS
/TABLES=F2F Online Blended BY V1 V2
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ
/CELLS=COUNT EXPECTED ROW COLUMN
/COUNT ROUND CELL.
```

Crosstabs

Page 1

Notes

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Comments		
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	Filter	<none>
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	Split File	<none>
	N of Rows in Working Data File	70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=F2F Online Blended BY V1 V2 /FORMAT=AVALUE TABLES /STATISTICS=CHISQ /CELLS=COUNT EXPECTED ROW COLUMN /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

[DataSet1] /Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
F2F Ranking * Number of sessions attended	63	90.0%	7	10.0%	70	100.0%
F2F Ranking * Jurisdiction Classification	68	97.1%	2	2.9%	70	100.0%
Online Ranking * Number of sessions attended	63	90.0%	7	10.0%	70	100.0%
Online Ranking * Jurisdiction Classification	68	97.1%	2	2.9%	70	100.0%
Blended Ranking * Number of sessions attended	62	88.6%	8	11.4%	70	100.0%
Blended Ranking * Jurisdiction Classification	67	95.7%	3	4.3%	70	100.0%

F2F Ranking * Number of sessions attended

Crosstab

		Number of sessions attended			Total	
		None	Some	All		
F2F Ranking	1	Count	4	4	38	46
		Expected Count	5.8	5.8	34.3	46.0
		% within F2F Ranking	8.7%	8.7%	82.6%	100.0%
		% within Number of sessions attended	50.0%	50.0%	80.9%	73.0%
	2	Count	2	3	4	9
		Expected Count	1.1	1.1	6.7	9.0
		% within F2F Ranking	22.2%	33.3%	44.4%	100.0%
		% within Number of sessions attended	25.0%	37.5%	8.5%	14.3%
	3	Count	2	1	5	8
		Expected Count	1.0	1.0	6.0	8.0

Crosstab

		Number of sessions attended			Total
		None	Some	All	
	% within F2F Ranking	25.0%	12.5%	62.5%	100.0%
	% within Number of sessions attended	25.0%	12.5%	10.6%	12.7%
Total	Count	8	8	47	63
	Expected Count	8.0	8.0	47.0	63.0
	% within F2F Ranking	12.7%	12.7%	74.6%	100.0%
	% within Number of sessions attended	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.425 ^a	4	.115
Likelihood Ratio	6.482	4	.166
Linear-by-Linear Association	3.613	1	.057
N of Valid Cases	63		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is 1.02.

F2F Ranking * Jurisdiction Classification

Crosstab

		Jurisdiction Classification			Total	
		Rural	Urban	Metro		
F2F Ranking	1	Count	22	15	10	47
		Expected Count	22.8	14.5	9.7	47.0
		% within F2F Ranking	46.8%	31.9%	21.3%	100.0%
		% within Jurisdiction Classification	66.7%	71.4%	71.4%	69.1%
	2	Count	7	4	0	11
		Expected Count	5.3	3.4	2.3	11.0
		% within F2F Ranking	63.6%	36.4%	0.0%	100.0%
		% within Jurisdiction Classification	21.2%	19.0%	0.0%	16.2%
	3	Count	4	2	4	10
		Expected Count	4.9	3.1	2.1	10.0
		% within F2F Ranking	40.0%	20.0%	40.0%	100.0%
		% within Jurisdiction Classification	12.1%	9.5%	28.6%	14.7%
Total	Count	33	21	14	68	
	Expected Count	33.0	21.0	14.0	68.0	
	% within F2F Ranking	48.5%	30.9%	20.6%	100.0%	
	% within Jurisdiction Classification	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.308 ^a	4	.257
Likelihood Ratio	7.186	4	.126
Linear-by-Linear Association	.120	1	.729
N of Valid Cases	68		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 2.06.

Online Ranking * Number of sessions attended

Crosstab

		Number of sessions attended			Total	
		None	Some	All		
Online Ranking	1	Count	3	1	9	13
		Expected Count	1.7	1.7	9.7	13.0
		% within Online Ranking	23.1%	7.7%	69.2%	100.0%
		% within Number of sessions attended	37.5%	12.5%	19.1%	20.6%
	2	Count	1	3	18	22
		Expected Count	2.8	2.8	16.4	22.0
		% within Online Ranking	4.5%	13.6%	81.8%	100.0%
		% within Number of sessions attended	12.5%	37.5%	38.3%	34.9%
	3	Count	3	4	20	27
		Expected Count	3.4	3.4	20.1	27.0
		% within Online Ranking	11.1%	14.8%	74.1%	100.0%
		% within Number of sessions attended	37.5%	50.0%	42.6%	42.9%
999	Count	1	0	0	1	
	Expected Count	.1	.1	.7	1.0	
	% within Online Ranking	100.0%	0.0%	0.0%	100.0%	
	% within Number of sessions attended	12.5%	0.0%	0.0%	1.6%	
Total	Count	8	8	47	63	
	Expected Count	8.0	8.0	47.0	63.0	
	% within Online Ranking	12.7%	12.7%	74.6%	100.0%	
	% within Number of sessions attended	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.755 ^a	6	.135
Likelihood Ratio	7.207	6	.302
Linear-by-Linear Association	5.339	1	.021
N of Valid Cases	63		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .13.

Online Ranking * Jurisdiction Classification

Crosstab

		Jurisdiction Classification			Total	
		Rural	Urban	Metro		
Online Ranking	1	Count	7	4	4	15
		Expected Count	7.3	4.6	3.1	15.0
		% within Online Ranking	46.7%	26.7%	26.7%	100.0%
		% within Jurisdiction Classification	21.2%	19.0%	28.6%	22.1%
	2	Count	16	4	4	24
		Expected Count	11.6	7.4	4.9	24.0
		% within Online Ranking	66.7%	16.7%	16.7%	100.0%
		% within Jurisdiction Classification	48.5%	19.0%	28.6%	35.3%
	3	Count	9	13	6	28
		Expected Count	13.6	8.6	5.8	28.0
		% within Online Ranking	32.1%	46.4%	21.4%	100.0%
		% within Jurisdiction Classification	27.3%	61.9%	42.9%	41.2%
999	Count	1	0	0	1	
	Expected Count	.5	.3	.2	1.0	
	% within Online Ranking	100.0%	0.0%	0.0%	100.0%	
	% within Jurisdiction Classification	3.0%	0.0%	0.0%	1.5%	
Total	Count	33	21	14	68	
	Expected Count	33.0	21.0	14.0	68.0	
	% within Online Ranking	48.5%	30.9%	20.6%	100.0%	
	% within Jurisdiction Classification	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.554 ^a	6	.200
Likelihood Ratio	8.995	6	.174
Linear-by-Linear Association	.839	1	.360
N of Valid Cases	68		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .21.

Blended Ranking * Number of sessions attended

Crosstab

		Number of sessions attended			Total	
		None	Some	All		
Blended Ranking	1	Count	1	0	4	5
		Expected Count	.6	.6	3.7	5.0
		% within Blended Ranking	20.0%	0.0%	80.0%	100.0%
		% within Number of sessions attended	12.5%	0.0%	8.7%	8.1%
	2	Count	5	6	21	32
		Expected Count	4.1	4.1	23.7	32.0
		% within Blended Ranking	15.6%	18.8%	65.6%	100.0%
		% within Number of sessions attended	62.5%	75.0%	45.7%	51.6%
	3	Count	1	2	20	23
		Expected Count	3.0	3.0	17.1	23.0
		% within Blended Ranking	4.3%	8.7%	87.0%	100.0%
		% within Number of sessions attended	12.5%	25.0%	43.5%	37.1%
999	Count	1	0	1	2	
	Expected Count	.3	.3	1.5	2.0	
	% within Blended Ranking	50.0%	0.0%	50.0%	100.0%	
	% within Number of sessions attended	12.5%	0.0%	2.2%	3.2%	
Total	Count	8	8	46	62	
	Expected Count	8.0	8.0	46.0	62.0	
	% within Blended Ranking	12.9%	12.9%	74.2%	100.0%	
	% within Number of sessions attended	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.885 ^a	6	.332
Likelihood Ratio	7.238	6	.299
Linear-by-Linear Association	1.530	1	.216
N of Valid Cases	62		

a. 10 cells (83.3%) have expected count less than 5. The minimum expected count is .26.

Blended Ranking * Jurisdiction Classification

Crosstab

		Jurisdiction Classification			Total	
		Rural	Urban	Metro		
Blended Ranking	1	Count	6	0	2	8
		Expected Count	3.9	2.4	1.7	8.0
		% within Blended Ranking	75.0%	0.0%	25.0%	100.0%
		% within Jurisdiction Classification	18.2%	0.0%	14.3%	11.9%
	2	Count	14	13	7	34
		Expected Count	16.7	10.1	7.1	34.0
		% within Blended Ranking	41.2%	38.2%	20.6%	100.0%
		% within Jurisdiction Classification	42.4%	65.0%	50.0%	50.7%
	3	Count	12	6	5	23
		Expected Count	11.3	6.9	4.8	23.0
		% within Blended Ranking	52.2%	26.1%	21.7%	100.0%
		% within Jurisdiction Classification	36.4%	30.0%	35.7%	34.3%
999	Count	1	1	0	2	
	Expected Count	1.0	.6	.4	2.0	

Crosstab

		Jurisdiction Classification			Total
		Rural	Urban	Metro	
	% within Blended Ranking	50.0%	50.0%	0.0%	100.0%
	% within Jurisdiction Classification	3.0%	5.0%	0.0%	3.0%
Total	Count	33	20	14	67
	Expected Count	33.0	20.0	14.0	67.0
	% within Blended Ranking	49.3%	29.9%	20.9%	100.0%
	% within Jurisdiction Classification	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.629 ^a	6	.466
Likelihood Ratio	8.199	6	.224
Linear-by-Linear Association	.152	1	.696
N of Valid Cases	67		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .42.

```

CROSSTABS
  /TABLES=V2 BY V1
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED ROW COLUMN
  /COUNT ROUND CELL.
    
```

Crosstabs

Notes

Output Created		10-OCT-2017 15:51:...
Comments		
Input	Data	/Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=V2 BY V1 /FORMAT=AVALUE TABLES /STATISTICS=CHISQ /CELLS=COUNT EXPECTED ROW COLUMN /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Jurisdiction Classification * Number of sessions attended	64	91.4%	6	8.6%	70	100.0%

Jurisdiction Classification * Number of sessions attended Crosstabulation

		Number of sessions attended			
		None	Some	All	
Jurisdiction Classification	Rural	Count	4	6	20
		Expected Count	4.2	3.8	22.0
		% within Jurisdiction Classification	13.3%	20.0%	66.7%
		% within Number of sessions attended	44.4%	75.0%	42.6%
	Urban	Count	3	2	16
		Expected Count	3.0	2.6	15.4
		% within Jurisdiction Classification	14.3%	9.5%	76.2%
		% within Number of sessions attended	33.3%	25.0%	34.0%
	Metro	Count	2	0	11
		Expected Count	1.8	1.6	9.5
		% within Jurisdiction Classification	15.4%	0.0%	84.6%
		% within Number of sessions attended	22.2%	0.0%	23.4%
Total	Count	9	8	47	
	Expected Count	9.0	8.0	47.0	
	% within Jurisdiction Classification	14.1%	12.5%	73.4%	
	% within Number of sessions attended	100.0%	100.0%	100.0%	

Jurisdiction Classification * Number of sessions attended Crosstabulation

		Total	
Jurisdiction Classification	Rural	Count	30
		Expected Count	30.0
		% within Jurisdiction Classification	100.0%
		% within Number of sessions attended	46.9%
	Urban	Count	21
		Expected Count	21.0
		% within Jurisdiction Classification	100.0%
		% within Number of sessions attended	32.8%
	Metro	Count	13
		Expected Count	13.0
		% within Jurisdiction Classification	100.0%
		% within Number of sessions attended	20.3%
Total	Count	64	
	Expected Count	64.0	
	% within Jurisdiction Classification	100.0%	
	% within Number of sessions attended	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.582 ^a	4	.465
Likelihood Ratio	5.006	4	.287
Linear-by-Linear Association	.469	1	.494
N of Valid Cases	64		

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is 1.63.

RECODE V2 (3=2) (ELSE=Copy) INTO v2a.


```
VARIABLE LABELS v2a 'Rural vs. Urban/Metro'.
EXECUTE.
CROSSTABS
  /TABLES=F2F Online Blended BY V2a
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED ROW COLUMN
  /COUNT ROUND CELL.
```

Crosstabs

Notes		
Output Created		10-OCT-2017 15:58:...
Comments		
Input	Data	/Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=F2F Online Blended BY V2a /FORMAT=AVALUE TABLES /STATISTICS=CHISQ /CELLS=COUNT EXPECTED ROW COLUMN /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
F2F Ranking * Rural vs. Urban/Metro	68	97.1%	2	2.9%	70	100.0%
Online Ranking * Rural vs. Urban/Metro	68	97.1%	2	2.9%	70	100.0%
Blended Ranking * Rural vs. Urban/Metro	67	95.7%	3	4.3%	70	100.0%

F2F Ranking * Rural vs. Urban/Metro

Crosstab

		Rural vs. Urban/Metro		Total	
		Rural	Urban/Metro		
F2F Ranking	1	Count	22	25	47
		Expected Count	22.8	24.2	47.0
		% within F2F Ranking	46.8%	53.2%	100.0%
		% within Rural vs. Urban/Metro	66.7%	71.4%	69.1%
	2	Count	7	4	11
		Expected Count	5.3	5.7	11.0
		% within F2F Ranking	63.6%	36.4%	100.0%
		% within Rural vs. Urban/Metro	21.2%	11.4%	16.2%
	3	Count	4	6	10
		Expected Count	4.9	5.1	10.0
		% within F2F Ranking	40.0%	60.0%	100.0%
		% within Rural vs. Urban/Metro	12.1%	17.1%	14.7%
Total	Count	33	35	68	
	Expected Count	33.0	35.0	68.0	
	% within F2F Ranking	48.5%	51.5%	100.0%	
	% within Rural vs. Urban/Metro	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.352 ^a	2	.509
Likelihood Ratio	1.364	2	.506
Linear-by-Linear Association	.000	1	.988
N of Valid Cases	68		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.85.

Online Ranking * Rural vs. Urban/Metro

Crosstab

		Rural vs. Urban/Metro		Total	
		Rural	Urban/Metro		
Online Ranking	1	Count	7	8	15
		Expected Count	7.3	7.7	15.0
		% within Online Ranking	46.7%	53.3%	100.0%
		% within Rural vs. Urban/Metro	21.2%	22.9%	22.1%
	2	Count	16	8	24
		Expected Count	11.6	12.4	24.0
		% within Online Ranking	66.7%	33.3%	100.0%
		% within Rural vs. Urban/Metro	48.5%	22.9%	35.3%
	3	Count	9	19	28
		Expected Count	13.6	14.4	28.0
		% within Online Ranking	32.1%	67.9%	100.0%
		% within Rural vs. Urban/Metro	27.3%	54.3%	41.2%
999	Count	1	0	1	
	Expected Count	.5	.5	1.0	
	% within Online Ranking	100.0%	0.0%	100.0%	
	% within Rural vs. Urban/Metro	3.0%	0.0%	1.5%	
Total	Count	33	35	68	
	Expected Count	33.0	35.0	68.0	
	% within Online Ranking	48.5%	51.5%	100.0%	
	% within Rural vs. Urban/Metro	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.252 ^a	3	.064
Likelihood Ratio	7.764	3	.051
Linear-by-Linear Association	1.043	1	.307
N of Valid Cases	68		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .49.

Blended Ranking * Rural vs. Urban/Metro

Crosstab

		Rural vs. Urban/Metro		Total	
		Rural	Urban/Metro		
Blended Ranking	1	Count	6	2	8
		Expected Count	3.9	4.1	8.0
		% within Blended Ranking	75.0%	25.0%	100.0%
		% within Rural vs. Urban/Metro	18.2%	5.9%	11.9%
	2	Count	14	20	34
		Expected Count	16.7	17.3	34.0
		% within Blended Ranking	41.2%	58.8%	100.0%
		% within Rural vs. Urban/Metro	42.4%	58.8%	50.7%
	3	Count	12	11	23
		Expected Count	11.3	11.7	23.0
		% within Blended Ranking	52.2%	47.8%	100.0%
		% within Rural vs. Urban/Metro	36.4%	32.4%	34.3%
999	Count	1	1	2	
	Expected Count	1.0	1.0	2.0	

Crosstab

		Rural vs. Urban/Metro		Total
		Rural	Urban/Metro	
	% within Blended Ranking	50.0%	50.0%	100.0%
	% within Rural vs. Urban/Metro	3.0%	2.9%	3.0%
Total	Count	33	34	67
	Expected Count	33.0	34.0	67.0
	% within Blended Ranking	49.3%	50.7%	100.0%
	% within Rural vs. Urban/Metro	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.088 ^a	3	.378
Likelihood Ratio	3.186	3	.364
Linear-by-Linear Association	.000	1	.985
N of Valid Cases	67		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .99.

```

RECODE F2F Online Blended (999=SYSMIS) .
EXECUTE.
CROSSTABS
  /TABLES=F2F Online Blended BY V2a
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED ROW COLUMN
  /COUNT ROUND CELL.
    
```

Crosstabs

Notes

Output Created		10-OCT-2017 16:02:...
Comments		
Input	Data	/Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=F2F Online Blended BY V2a /FORMAT=AVALUE TABLES /STATISTICS=CHISQ /CELLS=COUNT EXPECTED ROW COLUMN /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
F2F Ranking * Rural vs. Urban/Metro	68	97.1%	2	2.9%	70	100.0%
Online Ranking * Rural vs. Urban/Metro	67	95.7%	3	4.3%	70	100.0%
Blended Ranking * Rural vs. Urban/Metro	65	92.9%	5	7.1%	70	100.0%

F2F Ranking * Rural vs. Urban/Metro

Crosstab

		Rural vs. Urban/Metro		Total	
		Rural	Urban/Metro		
F2F Ranking	1	Count	22	25	47
		Expected Count	22.8	24.2	47.0
		% within F2F Ranking	46.8%	53.2%	100.0%
		% within Rural vs. Urban/Metro	66.7%	71.4%	69.1%
	2	Count	7	4	11
		Expected Count	5.3	5.7	11.0
		% within F2F Ranking	63.6%	36.4%	100.0%
		% within Rural vs. Urban/Metro	21.2%	11.4%	16.2%
	3	Count	4	6	10
		Expected Count	4.9	5.1	10.0
		% within F2F Ranking	40.0%	60.0%	100.0%
		% within Rural vs. Urban/Metro	12.1%	17.1%	14.7%
Total	Count	33	35	68	
	Expected Count	33.0	35.0	68.0	
	% within F2F Ranking	48.5%	51.5%	100.0%	
	% within Rural vs. Urban/Metro	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.352 ^a	2	.509
Likelihood Ratio	1.364	2	.506
Linear-by-Linear Association	.000	1	.988
N of Valid Cases	68		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.85.

Online Ranking * Rural vs. Urban/Metro

Crosstab

		Rural vs. Urban/Metro		Total
		Rural	Urban/Metro	
Online Ranking 1	Count	7	8	15
	Expected Count	7.2	7.8	15.0
	% within Online Ranking	46.7%	53.3%	100.0%
	% within Rural vs. Urban/Metro	21.9%	22.9%	22.4%
2	Count	16	8	24
	Expected Count	11.5	12.5	24.0
	% within Online Ranking	66.7%	33.3%	100.0%
	% within Rural vs. Urban/Metro	50.0%	22.9%	35.8%
3	Count	9	19	28
	Expected Count	13.4	14.6	28.0
	% within Online Ranking	32.1%	67.9%	100.0%
	% within Rural vs. Urban/Metro	28.1%	54.3%	41.8%
Total	Count	32	35	67
	Expected Count	32.0	35.0	67.0
	% within Online Ranking	47.8%	52.2%	100.0%
	% within Rural vs. Urban/Metro	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.183 ^a	2	.045
Likelihood Ratio	6.302	2	.043
Linear-by-Linear Association	1.728	1	.189
N of Valid Cases	67		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.16.

Blended Ranking * Rural vs. Urban/Metro

Crosstab

		Rural vs. Urban/Metro		Total	
		Rural	Urban/Metro		
Blended Ranking	1	Count	6	2	8
		Expected Count	3.9	4.1	8.0
		% within Blended Ranking	75.0%	25.0%	100.0%
		% within Rural vs. Urban/Metro	18.8%	6.1%	12.3%
	2	Count	14	20	34
		Expected Count	16.7	17.3	34.0
		% within Blended Ranking	41.2%	58.8%	100.0%
		% within Rural vs. Urban/Metro	43.8%	60.6%	52.3%
	3	Count	12	11	23
		Expected Count	11.3	11.7	23.0
		% within Blended Ranking	52.2%	47.8%	100.0%
		% within Rural vs. Urban/Metro	37.5%	33.3%	35.4%
Total	Count	32	33	65	
	Expected Count	32.0	33.0	65.0	
	% within Blended Ranking	49.2%	50.8%	100.0%	
	% within Rural vs. Urban/Metro	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.088 ^a	2	.214
Likelihood Ratio	3.185	2	.203
Linear-by-Linear Association	.274	1	.600
N of Valid Cases	65		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.94.

DATASET ACTIVATE DataSet1.

```

SAVE OUTFILE=' /Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav'
/COMPRESSED
RECODE V1 (2=1) (3=2) (ELSE=Copy) INTO v1a.
VARIABLE LABELS v1a 'Number of Sessions'.
EXECUTE.
CROSSTABS
  /TABLES=F2F Online Blended BY V1a
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED ROW COLUMN
  /COUNT ROUND CELL.
    
```

Crosstabs

Notes

Output Created		10-OCT-2017 16:12:...
Comments		
Input	Data	/Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=F2F Online Blended BY V1a /FORMAT=AVALUE TABLES /STATISTICS=CHISQ /CELLS=COUNT EXPECTED ROW COLUMN /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00
	Dimensions Requested	2
	Cells Available	524245

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
F2F Ranking * Number of Sessions	63	90.0%	7	10.0%	70	100.0%
Online Ranking * Number of Sessions	62	88.6%	8	11.4%	70	100.0%
Blended Ranking * Number of Sessions	60	85.7%	10	14.3%	70	100.0%

F2F Ranking * Number of Sessions

Crosstab

		Number of Sessions			
		None or Some	All	Total	
F2F Ranking	1	Count	8	38	46
		Expected Count	11.7	34.3	46.0
		% within F2F Ranking	17.4%	82.6%	100.0%
		% within Number of Sessions	50.0%	80.9%	73.0%
	2	Count	5	4	9
		Expected Count	2.3	6.7	9.0
		% within F2F Ranking	55.6%	44.4%	100.0%
		% within Number of Sessions	31.3%	8.5%	14.3%
	3	Count	3	5	8
		Expected Count	2.0	6.0	8.0
		% within F2F Ranking	37.5%	62.5%	100.0%
		% within Number of Sessions	18.8%	10.6%	12.7%
Total	Count	16	47	63	
	Expected Count	16.0	47.0	63.0	
	% within F2F Ranking	25.4%	74.6%	100.0%	
	% within Number of Sessions	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.495 ^a	2	.039
Likelihood Ratio	5.941	2	.051
Linear-by-Linear Association	3.615	1	.057
N of Valid Cases	63		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.03.

Online Ranking * Number of Sessions

Crosstab

			Number of Sessions		Total
			None or Some	All	
Online Ranking	1	Count	4	9	13
		Expected Count	3.1	9.9	13.0
		% within Online Ranking	30.8%	69.2%	100.0%
		% within Number of Sessions	26.7%	19.1%	21.0%
	2	Count	4	18	22
		Expected Count	5.3	16.7	22.0
		% within Online Ranking	18.2%	81.8%	100.0%
		% within Number of Sessions	26.7%	38.3%	35.5%
	3	Count	7	20	27
		Expected Count	6.5	20.5	27.0
		% within Online Ranking	25.9%	74.1%	100.0%
		% within Number of Sessions	46.7%	42.6%	43.5%
Total	Count	15	47	62	
	Expected Count	15.0	47.0	62.0	
	% within Online Ranking	24.2%	75.8%	100.0%	
	% within Number of Sessions	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.784 ^a	2	.676
Likelihood Ratio	.796	2	.672
Linear-by-Linear Association	.022	1	.883
N of Valid Cases	62		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.15.

Blended Ranking * Number of Sessions

Crosstab

		Number of Sessions			Total
		None or Some	All		
Blended Ranking	1	Count	1	4	5
		Expected Count	1.3	3.8	5.0
		% within Blended Ranking	20.0%	80.0%	100.0%
		% within Number of Sessions	6.7%	8.9%	8.3%
	2	Count	11	21	32
		Expected Count	8.0	24.0	32.0
		% within Blended Ranking	34.4%	65.6%	100.0%
		% within Number of Sessions	73.3%	46.7%	53.3%
	3	Count	3	20	23
		Expected Count	5.8	17.3	23.0
		% within Blended Ranking	13.0%	87.0%	100.0%
		% within Number of Sessions	20.0%	44.4%	38.3%
Total	Count	15	45	60	
	Expected Count	15.0	45.0	60.0	
	% within Blended Ranking	25.0%	75.0%	100.0%	
	% within Number of Sessions	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.320 ^a	2	.190
Likelihood Ratio	3.481	2	.175
Linear-by-Linear Association	1.450	1	.228
N of Valid Cases	60		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.25.

```
GET
FILE=' /Users/stanleysmac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_
sv.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.
CROSSTABS
  /TABLES=v2a BY v1a
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

Crosstabs

Notes

Output Created		11-OCT-2017 13:49:...
Comments		
Input	Data	/Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		CROSSTABS /TABLES=v2a BY v1a /FORMAT=AVALUE TABLES /STATISTICS=CHISQ /CELLS=COUNT COLUMN /COUNT ROUND CELL.
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:01.00
	Dimensions Requested	2
	Cells Available	524245

[DataSet1] /Users/stanleymac/Google Drive/MACT Advisees/Atif_Alam/Atif_Response_sv.sav

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Rural vs. Urban/Metro * Number of Sessions	64	91.4%	6	8.6%	70	100.0%

Rural vs. Urban/Metro * Number of Sessions Crosstabulation

		Number of Sessions		
		None or Some	All	
Rural vs. Urban/Metro	Rural	Count	10	20
		% within Number of Sessions	58.8%	42.6%
	Urban/Metro	Count	7	27
		% within Number of Sessions	41.2%	57.4%
Total	Count	17	47	
	% within Number of Sessions	100.0%	100.0%	

Rural vs. Urban/Metro * Number of Sessions Crosstabulation

		Total	
Rural vs. Urban/Metro	Rural	Count	30
		% within Number of Sessions	46.9%
	Urban/Metro	Count	34
		% within Number of Sessions	53.1%
Total	Count	64	
	% within Number of Sessions	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.327 ^a	1	.249		
Continuity Correction ^b	.754	1	.385		
Likelihood Ratio	1.328	1	.249		
Fisher's Exact Test				.272	.193
Linear-by-Linear Association	1.306	1	.253		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.97.

b. Computed only for a 2x2 table