Chapter 66
A Blended Approach to Canadian First Nations Education:
The SCcyber E-Learning Community

Norman Vaughan
Mount Royal University, Canada

Martin Sacher
SCcyber E-Learning Community, Canada

Neepin Auger
Mount Royal University, Canada

Mavis Sacher
SCcyber E-Learning Community, Canada

ABSTRACT

This chapter describes a research study that investigated how a blended approach to Canadian First Nations education could be used to foster student engagement and success. The study examined the SCcyber E-Learning Community program through the lens of the Seven Principles of Effective Teaching (Chickering & Gamson, 1999). Data was collected via an online survey, interviews, and site visits. The study participants indicated that the deliberate and intentional integration of mentors at local learning centers with online teachers, who provide synchronous tutorials through the use of a Web-based learning management system and conferencing tool, was the key to academic success.

INTRODUCTION

The Sunchild First Nation Reserve is located in the western central part of Alberta, Canada. The reserve has an area of 52.18 square km (Figure 1). As of 2008, this First Nation had a registered population of 1209 people, of whom 732 live on their reserve (Government of Canada, 2008).

In 1999, members of the Sunchild First Nation considered the lack of education in their community and decided alternative methods were needed to reach First Nations students. They discovered that:

Figure 1.
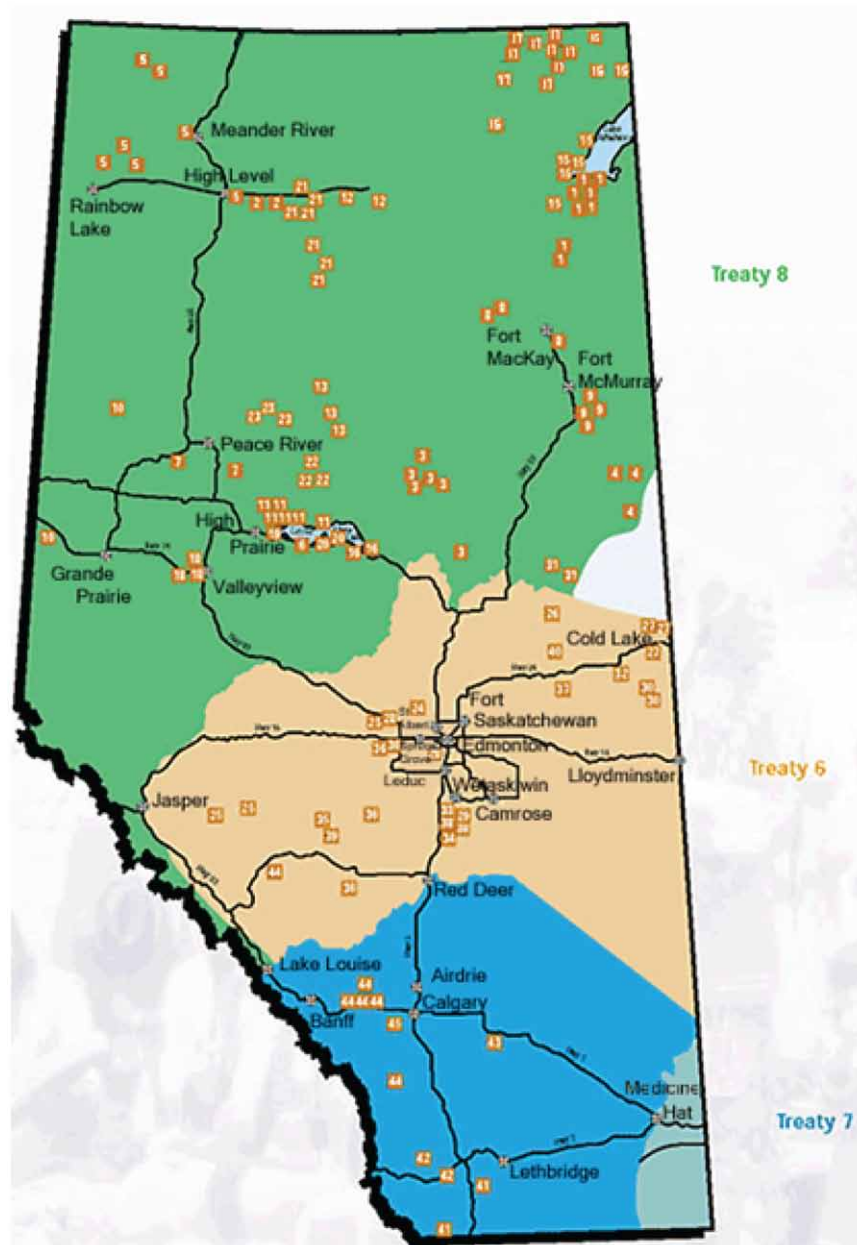
- First Nations students faced unique challenges including family and legal situations, time away from class and relocating to new homes.
- Many First Nations students were adults. These students wanted to upgrade and build a better future while meeting their current schedules and responsibilities (SCcyber E-Learning Community, 2012).

Related Content

Using Literacy Response Activities with Early Childhood English Language Learners and Immigrant Students

Erin M. Casey (2014). *Cross-Cultural Considerations in the Education of Young Immigrant Learners (pp. 50-66).*

www.irma-international.org/chapter/using-literacy-response-activities-with-early-childhood-english-language-learners-and-immigrant-students/91845

Insights on Implications of Cognitive Computing in Leveraging Online Education Systems

MVV Prasad Kantipudi, Rajanikanth Aluvalu, Uma Maheswari V.and Mahesh S. Raisinghani (2022). *International Journal of Online Pedagogy and Course Design (pp. 1-16).*

www.irma-international.org/article/insights-on-implications-of-cognitive-computing-in-leveraging-online-education-systems/302082

Learning Theory and Online Learning in K-12 Education: Instructional Models and Implications

Alex Kumi-Yeboah (2015). *Curriculum Design and Classroom Management: Concepts, Methodologies, Tools, and Applications (pp. 167-187).*

www.irma-international.org/chapter/learning-theory-and-online-learning-in-k-12-education/126695

E-Tutor Perceptions towards the Star Rural Area E-Learning Project

Chiung-Wei Huangand Eric Zhi Feng Liu (2015). *International Journal of Online Pedagogy and Course Design (pp. 20-29).*

www.irma-international.org/article/e-tutor-perceptions-towards-the-star-rural-area-e-learning-project/120662

Future Digital Imagery

Shalin Hai-Jew (2010). *Digital Imagery and Informational Graphics in E-Learning: Maximizing Visual Technologies (pp. 312-323).*

www.irma-international.org/chapter/future-digital-imagery/39633