

ONLINE PARALEGAL EDUCATION:
A CASE STUDY OF A NEW CURRICULUM

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Dedication

I dedicate this work to my sons, Jason Gillespie and Bradley Gillespie. These two young men have taught me the true meaning of hard work and dedication to something you believe in. Their continued support throughout my journey of discovery has made it possible for me to succeed.

I would also like to dedicate this work to my first College teacher, Renate Scheeler. After my being away from a school environment for over 25 years, Renate helped me to overcome my fears of inadequacy. I am indebted to her for her faith in me and her wisdom in helping me to recognize my own potential.

My dedication would not be complete without mention of my sister, Fay Davies. Fay has been my guide through the muddy waters of post-secondary education. A high school teacher, herself, for 25+ years, Fay has given me valuable advice with respect to surviving and being successful in the world of teaching. Her caring nature and practical advice have brought me to the point in education I am at today.

Abstract

This master's project is a case study. It documents my own experience, as a novice online instructor, through the development of a new online curriculum, in Canada, for students in the Paralegal Program. It also documents the design, development, and implementation of curriculum for four real estate courses. Included in this study is comparative research about courses currently offered for Paralegal Programs, which are available in-class or online. This project also takes a look at behaviors and attitudes in both the in-class and online environments and attempts to determine the effect on each according to perceptions of this researcher.

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Chapter 1

Introduction

Individual needs with respect to education availability are rapidly changing. As society continues to become more multi-dimensional, the emergence of online education is booming in every discipline. The Paralegal Program at Red Deer College has, for over two years, received a number of inquiries with respect to the availability of courses on the Internet. I have been an instructor in the program for seven years.

During the professional semester of my Bachelor of Education degree, I chose to leave school to take a maternity leave position as the Executive Assistant to the President of Red Deer College. When the position ended, the President encouraged me to apply for the teaching job I now hold.

Once I had established myself as a professional educator, I realized the need to return to my studies and complete my Bachelor of Education degree. The University of Alberta would not allow me to complete the professional semester unless I quit my job and returned to campus full time.

In an attempt to change their minds, I sought out one of the local high school educators in Red Deer. She agreed to supervise my final practicum. Red Deer College administration agreed to assign workload that would allow me to do the practicum and continue to teach.

I felt that I had made all the necessary arrangements to allow me to complete my final semester. I appealed to the President of the University of Alberta. Unfortunately, his decision remained unchanged. He informed me that

the professional semester in a Bachelor of Education degree was a combination of practicum and in-class learning. It was felt that there was no possibility of doing this off campus.

My only alternative, at that point in time, appeared to be to change faculties at the University of Alberta. The Adult Education Faculty was offering distance education courses, specifically designed for professional educators who wished to pursue further education opportunities while continuing to work.

Upon examination of my transcript, I was informed that I would be required to complete all of the core courses of an Adult Education degree, as well as a few additional courses. This added one full additional year of study to my Bachelor of Education degree.

The distance education experience was amazing. It was delivered with a combination of online and on campus study. I completed my Bachelor of Education degree in November 2000.

While completing my Bachelor of Education Degree, I had the opportunity of taking several online courses through the University of Alberta, from June 1999 to November 2000. Previous to this, I had no experience with distance learning.

What I discovered about online education was that it was an incredible way to fulfill my educational goals while continuing to teach as a professional educator. I recognized early on that this type of learning would not be suitable for all students, but for a lot of students, it would provide an otherwise unattainable learning opportunity.

After completing my first degree, I realized that I had an interest in continuing my education to the Masters level.

The University of Lethbridge sent representatives to a meeting in Central Alberta, where they offered a Master of Education degree to those interested. I chose to join the Wolf Creek cohort and began my studies in January 2001. The cohort was made up of 17 educators from Central Alberta.

The courses were offered with a combination of in-class and online delivery. During the summers of 2001 and 2002 I attended the University of Lethbridge campus to work on my studies. During the school terms of 2001, 2002 and 2003 the University sent professors to Lacombe, every second Saturday, enabling the cohort to do some studies in-class.

My educational experiences over the past ten years have given rise to my intense interest in distance and online education. I see this as the future of education and a method of allowing everyone to be a lifelong learner, should they choose to be.

My past educational experiences created a desire to become part of this new frontier in education. With support from Red Deer College's College Leadership Team, I undertook the design, development, and implementation of online paralegal courses. These courses culminate in a 5-course Online Legal Focus Certificate. This certificate has received the approval of Alberta Learning.

This project researches the process involved in the design, development, and implementation of online curriculum for paralegal courses at the postsecondary level. It also documents the learning of the novice online instructor

through this process. It also takes a look at comparisons in student attitudes and behaviors in the classroom environment as well as the online environment and attempts to determine whether one environment has advantages over the other.

My personal involvement in this process included the creation of four online real estate courses.

Law 111E was the first course I created. It is the Students' introduction into the world of real estate from a paralegal point of view. Jim McCloy, one of the other instructors in the Paralegal Program, had taught this course, in-class, for a number of years. He assisted me in putting together the online course by providing me with content information. He also consulted with me, throughout the design and development stages, giving me advice on what he thought might work and what was relevant.

Using his in-class course outline as a guide, I created the online course outline, eliminating what would not work in the online environment and adding several components necessary to successful online learning.

As this was my first attempt at creating an online course, a great deal of what I did came from a combination of my personal experiences as an online student, my past experiences as a paralegal, and my gut instinct.

I included several components in this course, which my research showed were necessary for online courses. The students were able to access each of these components by clicking on the links I created on the WebCT course HomePage.

The components included were:

- Welcome,
- Course Content and Related Materials,
- Communication Tools,
- Calendar,
- Legal Terminology,
- Grade book,
- Acknowledgements,
- Copyright,
- a reminder regarding deadlines, and
- a counter.

A great deal of learning went into the creation of this first online class. As documented elsewhere in this paper, I needed to develop skills using several new software manuals as well as master some computer techniques I had not previously worked with.

Determining what to include when taking the content from an in-class environment to an online environment was mostly a process of trial and error. Creating a community of learners for this first online class was also a challenge. I attempted to do this with online discussion postings and weekly online office hours.

Law 121E was the second online real estate class I designed. Unlike the first class, I did not have the assistance of the in-class instructor in designing and developing this curriculum. I had to rely on intuition and past experience.

My experience in designing and developing Law 111E and then teaching it, gave me a better understanding of what needed to be adjusted in this second course. With this in mind, I made some major changes to the Law 121E course.

I continued with some of the same components as the first course with the exception of:

- eliminating the online discussion postings,
- decreasing the number and length of the online chat sessions, and
- eliminating the terminology section.

The online discussion postings did not work, as the students were able to view each other's replies. After the first couple of postings there was so much repetition that it seemed pointless to continue with them.

Since the very nature of online learning is meant to have an asynchronous component, I eliminated some of the online chat sessions to allow this learning to take place. The sessions were causing some of the students a great deal of stress, as other commitments made it difficult for them to attend the chat sessions.

The terminology section was eliminated from this second, and all subsequent courses, as once the students had been introduced to the basic terminology in the practice of real estate it was simply a matter of using the correct terminology in each subsequent course.

I added the following to the course design:

- a teleconference component prior to the start of each new file,
- a quiz component, and
- an online grade book.

I had never participated in a teleconference before, but knew that I had to have some form of contact with the students, prior to their starting each new file. In discussions with other colleagues I felt that this might be a good alternative to the online chat sessions.

The idea of the quiz component came to me while I was looking at some other courses offered online. In talking with the instructors in the Teaching & Learning Centre at the College, they asked me to construct the questions and answers and then said they would put them into proper format for WebCT.

There were a lot of decisions to make with respect to this component. I had to decide how to construct the questions to illicit a one-word answer, a short answer or a long answer. This decision determined how much online marking I would be required to do or how much the computer would do for me. I also had to decide how many attempts the students would be allowed for each quiz as well as how long they could have between each attempt. I also had to determine what percentage of achievement would be acceptable to allow them to pass from one quiz to the next.

Creating the online grade book for my students has been beneficial for the students and myself. The students now have continual access to their standing in each course and I am able to give them feedback much faster than before.

Prior to beginning the design and development of Law 231E, I realized that this course was the start of the students becoming more independent in their real estate practice. I knew I would still have to review most of the basics, one more time, to ensure that the students had a solid understanding of them. At the same time I needed to structure the course in a fashion that would allow them to take small steps towards becoming an independent real estate practitioner.

I altered this design from that of Law 121E by:

- having the students complete only two quizzes,
- having them complete a practice Seller file,
- having them complete a practice Buyer file, and
- writing a final examination.

The two quizzes contained questions about the basic concepts in the practice of real estate. They were given at two separate intervals throughout the term. This allowed me to check student understanding of the basics and to give mini-lectures on any topics that needed to be readdressed.

The practice Seller and Buyer files were done with the entire class at the same time, by teleconference. As students had come through the first two courses they were familiar with terminology and basic practices when handling either a Seller or a Buyer file. These practice files gave the students another opportunity of solidifying their understanding of both process and document preparation in the practice of real estate. The

teleconferences allowed me to give immediate feedback to the students of any misconceptions they may have had. It also gave them a better grounding to work through the two files they had to complete for this course.

The final examination in this course allowed the students one last opportunity to realize the level of knowledge that they had attained with respect to the practice of real estate. It also gave me the opportunity to make sure that no student was passed into the final real estate course without first having a solid understanding of all of the basic concepts.

Law 232E is the final course in this series. Students who reach this level must be prepared to work independently, with the instructor acting as a facilitator. The main purpose of this course is to help the students recognize that they are prepared to practice real estate when they go to their practicum placements in the spring of their second year.

The design of this course was kept simple as it allows the students to work independently on four separate files. They are allowed to do this work at their own pace as long as they meet minimum deadlines. At approximately two-week intervals the class and instructor hold a teleconference to discuss each new file and any differences the students may encounter in their development of each one.

Students, who are motivated to do well, often complete the course requirements as much as one month early.

Once a student has completed all requirements for this final course I tell them I am prepared to let prospective employers know that they are ready to practice real estate; a highly marketable skill.

Background/Rationale

Over the past few years, the Paralegal Program at Red Deer College received numerous inquiries from individuals, who were interested in taking the program through distance education. Having had the opportunity of being a student in an online environment, my interest was aroused as to the type of individuals who might be interested in this learning environment and what might help them be successful. As stated by Bates (1995 as cited in Kerka, 1996), “Typical audiences for earlier generations of distance education were adults often seeking advanced education and training at home, on the job ... whose multiple responsibilities or physical circumstances prevented attendance at a traditional institution. Now anyone is potentially a distance learner...” (p.2).

A profile of the distance learner was developed by The Corporation for Public Broadcasting/Annenberg Project (1988, as cited in Parrott, 1995) which included the following criteria: over 26 years of age, highly motivated, goal-oriented, and unable to attend the traditional classroom setting. The reason, learner participation is so high in the online environment, is that they “can mix modes of instruction, even accumulating college credits and meeting residency requirements for degrees” (p. 2) [while continuing to work] (Brown, 2000). Given student accessibility and enrollment challenges, it seemed that online curriculum might be an option worth developing.

As I had thoroughly enjoyed my distance education experience as a student, and had been very successful at it, I decided to pursue the creation of online paralegal education courses for Red Deer College students.

I discussed the idea with the Chair of my Department and he convened a department meeting to solicit input from all faculty in the department. We are a small department with only four members.

It was interesting to see that not everyone was as keen on the idea as I was. The other faculty were concerned about the additional work required to complete this project, in addition to their current workloads. They also had concerns that if they decided to participate in this design and development project, they would not be adequately compensated for their work.

It turned out that one other colleague was interested in helping with the project. With some department support behind us, the Chair then approached our Dean to see whether or not there would be financial support, which we could access from administration, for such a project. We were hopeful that administration would share the belief of Spears and Tatroe (1997) who stated, "One critical policy issue at the state level is the development of a seamless educational system in which students can learn through multiple organizational frameworks" (p.1). Chang (1998) agrees "this means providing educational opportunities at home, in schools, or in the workplace through a system that integrates training, credit offerings, and mandatory education" (p.1).

Administration quickly agreed to support the idea and not only financed the creation of nine online courses, but also encouraged the department to seek Alberta Learning's approval for an Online Legal Focus Certificate.

The addition of the request for formal certification from Alberta Learning, meant that my colleague and I were going to be responsible for a much larger workload than we had originally anticipated. It also meant that we were going to have to learn new skills with respect to marketing; skills neither of us had any experience with.

Workloads were assigned and my colleague and I began the task of researching and designing our first online courses. I was fortunate to have had experience as a student in an online environment prior to beginning this design work. That experience helped me to understand what would and would not work. In speaking with colleagues working in the online environment, they indicated that having prior experience, in the online environment, is very beneficial prior to beginning the design of online courses.

Working my way through the design, development and implementation of the four courses allowed me to access many professional development opportunities as well. I had to learn several new pieces of software. I also had to become familiar with new modes of delivery for instruction. These aspects of the process are described in detail in Chapter 3: Methodology.

There have been many bumps along the way, and sometimes the learning curve has been steep. When I first decided that designing, developing and

implementing online education for the Paralegal Program might be interesting, I did not realize the amount of work it would take to accomplish this goal.

The number of meetings from conception of this idea to delivery of the online courses was staggering. Working through department and college approval took over a dozen meetings before everything was finalized. These meetings were always difficult to arrange as there were a number of players and everyone's schedule had conflicts.

The Alberta Learning approval again necessitated a number of meetings at the college level. There were a number of government forms that had to be completed and all of the information had to be put together to make this application. Once the application went to Alberta Learning for the credential, it was a period of time and a few resubmissions of the credential's formal name, before we received final approval. I would have never believed that the name would be the most difficult part of the approval process.

One of the other major bumps I experienced was finding the time to do the actual design and development of the four courses. I was teaching full time, taking courses and working on the design and development work all at the same time. Red Deer College gave me a one-course release to work on each course. This did not nearly compensate me for the time required to complete the task. I found I had to give up weekends and some evenings for over a year in order to accomplish this project.

The last major bump I encountered was the expectation that during the time I was completing the design and development work, I would also assist in the

marketing of the courses. With no marketing experience behind me and absolutely no spare time, I found this the most challenging part of the process. One of the other faculty did take on a large portion of this responsibility, about six months into the project, which helped a great deal. Even with this extra help, I was still expected to help design brochures, come up with mailing lists for realtors and real estate boards and attend numerous meetings dealing with this issue.

My professional development growth during this period of time has been very rewarding. I had been a WordPerfect user for over twenty years and had used a computer more as a glorified word processor than anything else. Working in the legal field did not require any exceptional computer skills. It required exceptional keyboarding skills and those I had mastered over the years, typing as fast as 135 wpm.

I am now a Word user as well, but still feel I could do with more training in the software. This new software has benefited me as the legal field is moving from WordPerfect to Word as the software of choice. This change is being brought about as lawyers increase their international operations. Learning Word not only helped me with my Project but also was necessary for my role as a professional educator in the Paralegal Program.

FrontPage and WebCT were pieces of software that I was required to learn to be able to work through the design and development phase of my project. FrontPage was very useful in that it created the HTML code as I typed in an environment similar to Word. It made moving my work into WebCT much less difficult than converting it directly from Word.

When I created my course rationale, course objectives, course structure, and course outlines for each course, once they were keyed in FrontPage, they were ready to be uploaded into the WebCT format. As I worked through each course successively this task became easier and less time consuming.

Working in WebCT was my first experience in putting a course up on the internet. I was initially introduced to this software through a two-day seminar put on by the Teaching & Learning Centre at Red Deer College. Once the participants were done with the seminar everyone was encouraged to play in the software to further develop understanding of it.

It was over a period of a couple of months of playing with the software, and making lots of mistakes, that I began to feel comfortable working with it. The faculty in the Teaching and Learning Centre was wonderful and would answer the same questions over and over again until I had a solid understanding of each concept.

While working through the design and development of these courses, I have gained significant additional knowledge with respect to the course development capabilities of WebCT and have incorporated some of these concepts into my courses. The online grade book, course welcome and quiz components are some examples of this knowledge being put into practice.

Not only has this new knowledge significantly increased my professional development but it has also increased my confidence as an instructor.

In addition to gaining all of the new knowledge required, for a project such as this one, I believe that an individual has to have a certain amount of personal

interest in doing this type of curriculum design. I believe the extra curricular work required would only be expended if motivated by personal interest.

Research Questions

The main questions this project investigates are:

- A. As a novice online instructor, what skills and resources did I need to acquire to successfully design and instruct an online course?
- B. Do students' personal experiences, in a classroom or online environment, give any clear indication as to which environment will most likely produce positive student outcomes?

Definition of terms.

- Skills are defined as a set of competencies that would allow me to complete the research and course designs. Some examples of skills would be uploading files into WebCT or using an electronic library catalogue.
- Resources are defined as hardware or software that I required to complete the course designs. Some examples of resources I used were Eric Digest, online library catalogues, Internet search engines, existing course outlines, and discussions with colleagues.
- Design is defined as the task of making decisions with respect to curriculum development and the work of putting those decisions into creating the courses.

- Deliver is defined as the task of teaching and facilitating the courses that I designed.
- An online course is defined as a course that is offered, either fully or partially, over the Internet.
- Students' personal experiences are defined as their perceptions while working through a course.
- A classroom is defined as a room physically located inside a school.
- An online environment is defined as a learning venue accessed over the Internet.
- To likely produce positive student outcomes means that the objectives of a course match the outcomes.

These main questions created additional questions I wanted to research.

Some of the questions were:

- a. What did I personally experience going through this process?
 - i. What did I find was already available for courses in-class or online?
 - ii. What resources did I use for design and instruction?
 - iii. What did I discover students needed to be successful in an online class?
 - iv. How did I determine curriculum differences between the in-class and the online courses?

- v. What were my highs and lows while working through this process?
- b. What were the results of the Student Surveys in the online environment?
- c. What were the results of the Student Surveys in the in-class environment?
- d. Did any of these results conclude that one environment had advantages over the other with respect to positive student outcomes?

The answers to these questions are discussed in several places throughout this paper.

Chapter 2

Literature Review

Researching educational literature discussing online learning revealed thousands of authors and articles that were available in this field. Seven key researchers who had an impact on my case study were; Durrance (1999), Weston, C. & Amundsen, C. (1999), Owston (1999), Jeris (2001), Cuneo (2000), Bartolic-Zlomislic and Bates (1999), Stack (2001) and finally, Schwier (2001).

Each of these researchers dealt with a number of critical issues surrounding distance and online education. Reading these research findings assisted me in making decisions relevant to completing my design and development. A summary of each of these authors and their findings are set out below.

The Bartolic-Zlomislic and Bates (1999) study found that:

- Institutions worldwide are beginning to heavily invest in online teaching. Some of the offerings are entirely at a distance, while others are a combination of online and in-class delivery.
- There are several reasons for investing in online education. Some of these are to improve access, improve the quality of education, reduce costs, prepare students for a knowledge-based society and, finally to respond to market demand.
- The study discussed several of these reasons in detail, as follows:
 - online learning does have the potential to access new worldwide markets.

- The possibility of creating further online educational opportunities is also increased with access to a larger market.
- The creation of these expanded online learning opportunities allows individuals to continue with their education, while continuing to work on a full-time basis.
- Online education usually moves into cost recovery for the institution once the design and development stage is completed.
- Access to international markets also gives rise to opportunities for international partnerships.
- Online courses, once developed, can be revised quickly with little cost to the institution.
- Students learn more from online learning than just the content of a course. They normally experience increased writing ability and improvement in their computer and time-management skills.
- The study also discussed the following limitations of online learning:
 - There is a need for institutions to recognize that they must provide start-up funding for the design and development of online courses.

- Designers need to be given adequate time to do the research, design and development for these courses. This work is very time consuming and institutions do not readily recognize the actual time required.
- An institute must be organizationally ready for online learners. They must have procedures in place to accommodate these students, similar to those set up for in-class students. Registration, fee payment policies and book orders are a few examples of areas that need to be redesigned for online students.
- Online students must be ready to be online learners. They must have the necessary technology to participate. They must also be self-directed learners, as completion of online courses is entirely up to the student.

This study formulated the following four main conclusions:

- Online learning provides an opportunity to reach new markets.
- Online learning facilitates mature adults to balance a combination of work, home and educational responsibilities.
- Online learners appreciate the opportunity of working with other students from around the world as well as the opportunity of accessing instructors and materials from a variety of institutions.

- Online learning has the potential to be at a minimum, cost recovery, and likely even profitable for an institution.

The Cuneo (2000) study found that:

- Almost half of the post-secondary institutes in Canada do not offer online education. The ones that do have a limited amount of online courses offered.
- Those institutions offering online courses need to reassess the integration of their multimedia, audio-visual, telecommunications, library, instructional support, bookstores and computer support areas. This integration would greatly assist in the development and delivery of online curriculum.
- Small institutions, wishing to offer online courses, suffer as a result of lack of policy to aid them financially.
- The lack of instructor training in the pedagogy and technology of online learning creates a significant disadvantage to smaller institutions lacking the necessary resources to provide this training.
- Institutions must have their internal administrative and electronic office procedures in place to facilitate online learners, prior to undertaking online curriculum design and delivery.

- In the future there will be a greater gap between institutions offering online learning and those who do not. This gap will be created as a result of improper long-term planning by the offline institutions.

The Jeris (2001) study looked at research questions dealing with students' choice of delivery option, power and privilege relationship differences between online and in-class students, and the electronic mediation of time and space and its affect on the learning experience of the online learner.

The study supported the following findings with respect to the above research questions:

- Online learning addressed the need of mothers to be able to stay home to take care of their families while continuing their education.
- In-class learning addressed the need of fathers to be able to separate themselves from their home and families while continuing their education.
- Individual learners felt that by offering an online option, an institute was creating educational opportunities for them, not previously available.
- Power and privilege relationships were greatly enhanced with the online learners in the asynchronous discussions. There was a free flow of comments back and forth between

the students, who not only commented on the initial posting, but also on other Students' postings as well.

- This increase was accredited to the fact that online learners tend to participate more readily in the educational process than in-class students do. The only way to do the work online is to participate. Students who are usually shy participate more fully as a result of the online environment.
- The study concluded that online courses provided students with opportunities to regulate themselves in a different manner than those from the in-class group.
- It also concluded that, from the online students, there were numerous examples of increased individual experience, appreciation of the opportunity of managing course material in a variety of ways, and an enhanced experience in negotiating the power relationships with other students and the instructor.

The Durrance (1999) study researched the effective use of technology for online learning and reported some of the following findings:

- Researchers had discovered that online learning opportunities allow students to work toward being independent learners and critical thinkers. It also encourages students in finding, organizing and evaluating information

in such a way that allows them to effectively express their new knowledge in compelling ways.

- Educators, who participate in the online environment, recognize that this environment creates a change in the focus of education. It moves from the traditional teacher centred role to that of a student centred role. This supports one of the main conclusions of the study; that technology is a means for providing a shift for the locus of control of education from teachers to students.
- The researcher, in his study, makes a number of recommendations with respect to the future of online learning. These recommendations focus on the need for continued teacher education, increased technical and administrative support and the development of a positive culture in the school community to support this type of learning.
- Students in this study indicated that the online learning environment was more interesting, favored by them, found to be newer and faster and more easily facilitated the students' own pace for learning.

The Stack (2001) study researched the advantages of web-based learning's potential to seize a paradigm that would create student centered learning.

Some findings of this study were:

- The flexibility of online learning provided students with the opportunity of lengthening the time they participated in class activities while, at the same time, giving them sufficient reflection time to encourage further participation.
- Advances in technology do not necessarily ensure that all educators, as an alternative or enhancement to the traditional in-class environment, will embrace online learning. This is due partly to the fact that some educators believe that the traditional in-class environment offers more opportunity for student interactions. Some also believe that the online learning environment results in a large drop out of students, prior to completion, because of the high level of motivation required to complete these courses.
- Although some areas in Eastern Canada are moving to online learning as a way to offer access to students in remote areas, not everyone in the country is following the same path. There is a distinct need for a closer look at some areas of online education, prior to it being more widely adapted into the Canadian education system. Some of the areas that need to be considered are:
 - continued commitment on the part of the government to provide sustained funding to schools

for reliable access to up-to-date computer technology in the classroom.

- bridging the digital divide among students, both at school and in the home, so all students may have equal access to computer technology.
- encouraging parental involvement in this new form of education. There are a number of parents who have never been exposed to online learning. They must have it explained fully to them so they recognize its importance and support their children's involvement in it.
- The study addresses the issues surrounding school culture. It identifies the need for strong leadership, both formal and informal, to accommodate the shift in school culture necessary to facilitate online learning.
- It also speaks to the necessity of a collaborative environment to create a learning community that is supportive of online learners. This environment needs to have a shared vision of strong professional growth, and it must allow for repeated interaction and a sharing of research and work product among educational professionals.
- The researcher suggests that in postsecondary institutions there is a need for some form of mentoring for online

students. He suggests that a combined approach to distance learning may be more successful for the students. A large amount of the course work could be delivered online, but there should still be some face-to-face or voice-to-voice contact between the instructor and the student.

- This study concluded that there are still many major obstacles to overcome in order that online learning will be fully accepted as an alternative delivery method by most educators.
- The largest obstacle was found to be the need for a change in school culture that would foster the establishment of a learning community within each school. This learning community would then be more receptive to embracing the online learning.

The Weston, C. & Amundsen, C. (1999) study dealt more specifically with some of the characteristics that should be incorporated into effective online instruction. The results of their study were as follows:

- A concise definition of best practices in the design of online instruction has not been reached, and there is a need for further discussion of this item.
- There is a high need for caring and concern for students in postsecondary education. Students relate better to professors whom they feel care about them. They also tend to remember those professors more fondly. There is evidence that students learn more easily from professors they relate well to.

- A professor's conception of teaching is important. This is because a professor who views education as a student centered activity tends to focus on facilitating understanding by the students and encourages intellectual development in students.
- It is useful to use different online strategies to achieve a variety of learning outcomes. Lower level learning goals can be achieved, for example, by putting course outlines on the web. Online discussion groups appear to foster higher level learning goals.
- One of the most important findings of this study was that students who easily adapt to computer conferencing, and understand how it will assist in their learning, are the same students who register a high satisfaction with their learning experience, acknowledge greater learning and tend to continue their participation in the online learning environment.

The Owston (1999) study was a study that dealt with strategies for evaluating web-based learning. It compared four different evaluation strategies in an attempt to determine what the most effective strategy might be. Some of the findings of this study were:

- The clustering of a group of projects that share common goals will facilitate the use of common instruments and data collection procedures. It will also provide a common arena for analysis and interpretation of the data collected.

- Researchers need to recognize the importance of triangulating data. When triangulation is used, and one set of data does not make sense, then the researcher can move to the other part of the triangulation to check the data.
- Researchers must check their quantitative data for any anomalies or outliers. Doing this is in line with standard good practice. This step will diminish the possibility of reporting errors using the data.
- The use of mixed method studies will also increase the reliability of the data collected. There is sometimes a tendency not to do this due to time and budget constraints, but it is a valuable tool that should be considered.
- The researchers developed an appreciation for the value of mixing quantitative and qualitative methodologies when doing web-based evaluation. Using this technique allows the researcher to choose whatever method best answers the question being evaluated.
- Web-based software, currently available on the market, can be used to do analysis of data, such as how many times a student visited a particular page, or how long a student spent on a particular component of a course. Because of the huge amount of data these software programs gather, it is important to use them periodically to do your analysis. It is also important to delete the data, on a regular basis, in order to eliminate huge storage problems.

All of the above research assisted me through my design and development process in different ways. Some of these were:

- Recognizing that there is a lack of online training available in Canada.
- Understanding that there are benefits to students who chose to participate in online learning. Some of these include becoming critical thinkers and life-long learners, working in a flexible educational environment that allows them to work or take care of family responsibilities, and participating in a community of learners.
- Understanding the differences in student participation, attitudes and behaviors in the online environment as compared to the traditional in-class environment.
- Understanding the need to work with administrators and government officials on the task of continuing to adequately fund online education.
- Learning some of the main characteristics of a successful online course and incorporating them into my own design and development.
- Beginning to understand why it is necessary to evaluate web-based learning on an ongoing basis and learning strategies to help accomplish this goal.

With all of this research completed, I began to focus on the role I wanted to play and what I had to do to prepare for it. I also wanted to look at how I could assist my students in being successful in the online environment. I continued my research into these two specific areas.

In doing the general research and researching the role I might play in this project, it was quite interesting to see the same names appear time and time again. Additional predominant researchers I came across were Kerka (1996), Brown (2000), Chang (1998), Parrott (1995) and Willis (1992).

The Kerka (1996) study helped me formulate some of the questions I wanted to ask in my own study. Main points discussed in the study were:

- Eastmond's 1994 definition of distance learning. It is "the use of print or electronic communications media to deliver instruction when teachers and learners are separated in place and/or time" (p.1).
- The possibility that anyone could be a distance learner has great implications for educational organizations and for teaching.
- The impact of the Internet and the Web has made significant contributions to overcoming the barriers of time and space in teaching and learning.
- There are seven main forms of distance learning. They are:
 - electronic mail,
 - bulletin boards and newsgroups for discussions,
 - downloading of course materials or tutorials,

- interactive tutorials on the Web,
 - real-time interactive conferencing,
 - private corporate websites, not available to the public, which deliver training to corporate employees, and
 - use of online databases, library catalogues and websites for research purposes.
- There are many advantages to delivering distance education through the Internet. Some of these were identified by Bates (1995), Eastmond (1995), and Wulf (1996) as follows:
 - flexibility of time and place,
 - potential to reach a global audience,
 - no concern about compatibility of computer equipment,
 - quick development time,
 - easy updating of content, as well as archival capabilities, and
 - usually lower development and operating costs.
 - There are also some disadvantages with this method of delivery. They are:
 - limited bandwidth,
 - lack of learner initiative,
 - learner's computer skill level,
 - information overload, and

- access to the Internet for all students.
- Kerka reports that the adult learners identified several strategies, which they felt were critical to their success in an online environment. They were:
 - becoming comfortable with technology,
 - determining amount of involvement in the online environment,
 - dealing with textual ambiguity,
 - processing information on or offline, and
 - giving feedback and using their own learning style to personalize the course.
- Kerka suggests that the argument that the online environment cannot create a community of learners is false. If the definition used for community is one of shared interest, not geographic location, then an online community is possible.
- Lastly she indicates that educators can choose to play a role in the development of this online education. They can help to decide if this environment will simply be an add-on to existing institutions or more of a connected learning community that places human relationships at the center of learning (Bates 1995).

Chang in her 1998 study discusses the impact that distance education has had on existing educational practices, allowing them to be more accommodating to this teaching and learning environment. The main points discussed are:

- Current policy issues include the acceptance and participation by faculty in this mode of delivery, faculty ability with technology, and administrative knowledge about this method of teaching and learning.
- Policy development needs to include the development of an educational system that allows students to learn through multiple organizational frameworks (Spears & Tatroe, 1997).
- The development of educational partnerships also needs to be pursued. These partnerships allow sharing of delivery options and other resources between institutes. This shared knowledge will provide better learning opportunities for the students as well as be more cost effective for the institutions.
- There are a variety of challenges that community colleges will have to face. They will need to choose a practical mix of learning experiences for their students. This mix will be determined through a trade-off between costs and capabilities of the various stakeholders. Teaching and learning needs to become the focus for the colleges. This shift in focus will need to be accommodated by a change in administrative policies and faculty attitudes.
- “Despite the changes and lingering uncertainties, distance education is key to dissolving learning boundaries” (p.3).

The Brown (2000) article on Web-based Training addresses several issues surrounding online education. Some of these are:

- There will be a dramatic increase in market demand for this type of training in the immediate future.
- This increase will be brought about to help reduce some of the current concerns surrounding employee training. These concerns include, travel costs, instructor fees, facility costs, and lost time from work when training.
- This method of delivery will become more popular with learners as life-long learners need to balance work and home responsibilities.
- Learners who will be the most successful in this environment are those who are focused in their study habits and enjoy participating in critical thinking activities that require attention to detail.
- There are several training options available using both asynchronous and synchronous classrooms. A mix of these two delivery methods usually works to the students' advantage, allowing them time to work collaboratively as well as on their own.
- Web-based learning gives the learner the opportunity to construct meaning from the course work, rather than to just repeat information they have been given. The instructor becomes more of a facilitator creating links, advanced organizers and appropriate scaffolding to help students construct their knowledge.
- Brown offers several implementation tips for online learning as suggested by Black (1998). They are:
 - “Offer short classes.

- Make graphics simple and easy to read.
- Foster collegiality by asking students to contribute information about themselves and their interests.
- Vary the way you interact with learners.
- Avoid superfluous media...
- Use a combination of synchronous and asynchronous instruction to reinforce new material, make assignments, and improve learner retention” (p. 3).

Parrot in her 1995 study discusses several aspects of distance education in community colleges. Some of these are:

- There are two distinct forms of communication utilized in distance education. These are the asynchronous form, where recorded instructional materials are used, or the synchronous form, where live interactive instruction is offered.
- Community colleges will need to use a combination of these two communication forms to create successful online learning opportunities for their students.
- Distance education students have been profiled by the Corporation for Public Broadcasting/Annenberg Project (1988) as: “over 26 years of age, highly motivated, goal-oriented, and unable to attend the traditional classroom setting”(p. 2).
- The costs associated with distance education are not always recoverable through student tuition. Stakeholders involved in this

form of education need to look at other ways to finance distance education courses. These could include influencing government agencies and legislation, forming new partnerships and seeking grants from educational foundations.

- Parrot identifies two main issues surrounding distance education. The first is, whether or not distance education will be able to serve students who need additional one-on-one help from an instructor. The second is a Students' access to technology.

Willis (1992) in his study discusses effective teaching strategies for a distance educator. Some of these are:

- Effective teaching at a distance is the result of preparation rather than innovation.
- The effectiveness of stimulating teacher-class discussion is compromised when these discussions are altered by technical requirements and distance.
- Educators are coming to the realization that the benefits of teaching at a distance far outweigh any obstacles.
- Educators are experiencing an overall teaching ability and greater empathy for their students when participating in distance delivery.
- Willis goes on to identify areas for improving planning and organization in distance education. Some of these include studying existing research into this field, reviewing current

materials available for adaptability, reflecting on possible advantages and disadvantages of various delivery approaches, and engaging in hands-on training, with the technology of delivery, for both instructors and students.

- Willis suggests that efforts need to be made to adapt the delivery system to best motivate and meet student needs.
- He also suggests that using effective interaction and feedback strategies will assist the instructor in meeting the students' needs.
- He also suggests, that for the instructor, effective distance teaching means enhancing existing skills, not developing new abilities.

While researching the comparisons between student success in an online environment and an in-class environment, I discovered significant previous research. There have been a number of studies similar to the one I did. Some of these studies are discussed throughout this literature review.

Some research supports the benefits of the in-class environment. For example, Brown and Liedholm (2002) state: "...virtual course represents an inferior technology... The live students do significantly better ... students in the virtual classes ... perform significantly worse..." (p.4). They go on to state that their research indicates that live students perform significantly better than the online students when the material to be learned is more complex. They did not

notice any significant differences when students were studying basic concepts (p. 5).

Their study concludes that although online students usually have better characteristics they performed significantly worse on examinations than the live students. Females appeared less disadvantaged in the online environment, but not significantly enough to warrant enrolling in a strict online course. There were strong indications that to perform well in an online course students would have to expend significant extra work and practice more discipline than their live counterparts.

However, more recent support for the increased student success in the online environment is much stronger than in-class. Poole (2000) states that the flexible nature of online learning encourages student success in that it increases the time students participate in the course work and the environment provides additional reflection time for students to gain a better understanding. Schutte (1996) also states in his study that “virtual interaction produces better [test] results” (p.3).

These two studies are an accurate reflection of my experience with online learning. Online students who took my Law 121E course in the winter of 2003 all received an A. The high marks achieved by all students in this class were a result of the students being able to manage the course material at their own pace, while still having the advantage of contact with an instructor when it was needed. As stated previously, online students are usually more mature and therefore they tend to complete all assignments, attend all classes and work well independently.

Other examples of the benefits of online learning over traditional in-class learning can be found in two studies, both completed in California. Schutte's (1996) study concludes that: "quantative results demonstrated the virtual class scored an average of 20% higher than the traditional class on both examinations. Further, post-test results indicated the virtual class had significantly higher perceived peer contact, and time spent on class work, but a perception of more flexibility, understanding of the material ... at semester end, than did the traditional class" (p. 1). The other study, documented in a CNET News report on January 17, 1997 states that, "A surprising new study at the California State University at Northridge shows that students learning in a virtual classroom tested 20 percent better across the board than their counterparts who learned in a traditional classroom" (p.1).

A significant study, relevant to my own research is Dutton, Dutton, and Perry (2002). This study, titled "How Do Online Students Differ From Lecture Students?" was based on data gathered from the fall semester of 1999 at North Carolina State University. 283 students were surveyed being drawn from a combination of lecture and lab classes.

This study concluded that online students are usually mature students who prefer not to be registered in an in-class environment. They likely have job, family, and commuting issues that make the online learning more suitable for them (p. 17).

The study also reported that in-class students preferred the classroom environment. They liked the hands-on assistance from an instructor as well as face-to-face contact with other students (p. 17).

I have used the results of this study to support some of my own findings, which are discussed later on in this paper.

My research into the general area of online course design uncovered some interesting details. As reported by Wellburn (1996), “The most recent research indicates that interactive, self-directed learning and higher order thinking can be fostered by technology, and that technology can have the greatest benefit when the environment is conducive to such experiences” (p. 5).

I have incorporated these ideas into my course designs. As noted on pages 78, 89, 98 and 105, each online course contained a self-directed learning component that allowed the students to participate in a higher level of reflection.

Certainly instructors are becoming more relaxed with the design and implementation of online courses. McGraw-Hill Ryerson Limited (2002) state, “Anticipation is still relatively high, but there is more sense now that technology is another tool and not a shiny new toy or panacea. For years, educators have cautioned ...technology should never be used for its own sake, ... and it appears that technology is finally moving out of the limelight and into its supporting role, where it can have the most positive impact on student success” (p. 23).

It is clear, from this research, that students who have difficulty attending regular college classes, because of family or other outside responsibilities, prefer online courses. Online classes allow them to participate in educational opportunities that would not otherwise be available to them. Students, who choose the in-class environment, also do so for particular reasons. They usually prefer

more personal contact with their instructor and other students. They also value the immediate feedback these associations provide them with.

There is definitely a growing demand for online education in every field. This mode of delivery will never completely replace the in-class lecture format as research has shown that students choose their environment for very personal reasons.

The research I have conducted has formed the basis for all of my design and development work. I have relied on these researchers' work to make decisions with respect to asynchronous and synchronous communications, the visual look of my courses, as well as what components should be included. The research has helped me to identify what my own level of training needed to be to complete the work. It has also helped me to become familiar with issues surrounding distance education and what impact these issues would have on my work.

Chapter 3

Methodology

The research methods I have chosen for my project were based on personal experience and input from colleagues with respect to what research was appropriate to assist with the design, development and implementation of a new curriculum. I also conducted a survey to determine and compare students' experiences of paralegal education, both online and in-class.

Human Subjects Research

I was required to seek approval from both the Red Deer College Human Ethics committee as well as the University of Lethbridge Human Ethics Committee.

Prior to applying for these approvals I needed to complete my survey instrument to include in the application manuals. I had never designed a survey before and sought out the assistance of Tony Skorjanc, the Research Services Coordinator for Red Deer College.

Tony encouraged me to write out the questions I felt I wanted to ask the students and then to forward them on to him. He reviewed them and we had a lengthy discussion about what I hoped to find out from each question. He helped me alter the wording of the questions and the length of the survey to make it more consistent with common practices. The actual survey questions and the goal for each question are discussed later in this paper.

I was then required to complete an application to Red Deer College's Committee for their review. They reworded a portion of the introduction on the survey and had a few questions about delivery method of the survey. Once I had satisfied their questions, I received approval from the Committee to proceed with my research.

I then applied to the University of Lethbridge Committee, enclosing a copy of my approval from the Red Deer College Committee. I received their approval

without any additional work. This survey work was completed in April of 2003 and the results are reported in this paper.

This project was partially based on my own experiences with respect to skills an instructor needs to design and instruct in an online environment. It was amazing the amount of work involved for the novice online instructor. The work began with becoming familiar with several new pieces of software: FrontPage, HTML, WebCT, Respondus, Word, Acrobat Reader, and many others. I acquired some of this knowledge through seminars put on by Red Deer College's Teaching and Learning Centre, some came from discussions with colleagues, and a great deal came from doing the work and solving problems as they happened.

The instructors in the Teaching and Learning Centre were always delighted to see that I was interested in increasing my own knowledge. They readily encouraged me to learn to record a verbal welcome to my students at the beginning of each course. They taught me how to adjust the sound waves once my voice was recorded, to either clip off a piece of the recording that was not appropriate or to add a pause where necessary.

They encouraged me to learn how to create online quizzes and to make decisions about the type of questions I would ask. I also learned how to structure the different types of questions in order that they could be marked by the computer, rather than manually.

I learned how to create an online grade book so my students would have immediate access, at all times, to their marks and their standing in the class.

I learned how to create online discussion groups and to post discussion questions for the students.

Together with these discussions, I learned how to hold a class in a chat room. This was really interesting and took a lot more work than I expected. Even though I type at 135 wpm, I had a difficult time keeping up to the student questions posed during the class time. It was quite interesting to develop a system to keep the students organized during these online class times, and to give each student the opportunity to participate in the discussions. Little tricks, like having a

student type 'end' when they were done with their comments helped to avoid the students interrupting each other.

Once I had the opportunity of instructing a class using the online chat rooms, I realized that for the real estate courses, teleconferences would likely work better. I had never hosted a teleconference before, even though I had participated in one as a student. This was more new knowledge that I needed to learn. Then once I got over the fear of having 10 students on the telephone, at the same time, I relaxed and these sessions turned out to be very positive for all involved.

The success of the teleconferences gave me confidence to invite another instructor to listen in. This instructor was teaching the same course, in-class, and wanted to get an idea of how I instructed the material. There were multiple other things that I learned during this process. A few of these were:

- How to help a student figure out why they could not log on to the WebCT website;
- How to effectively manage my time to deal with the unbelievable flood of daily e-mails and phone calls from online students (while still taking care of my in-class students); and
- How to instruct a course online and in-class, at the same time, and successfully deal with the differences in the modes of instruction and the students.

There were several guidelines used in this project. Following Brown (2000) the guidelines were:

- Classes should be kept short;
- Graphics should be simple and easy to read;
- Student should be encouraged to share information about themselves, creating a community of learners;
- Student contact should be done in a variety of ways; and
- Both synchronous and asynchronous instruction should be included to reinforce new material, make assignments, and improve learner retention.

Curriculum Design and Development

I designed and developed four online real estate courses for the Paralegal Program. As this was my first journey into online design I was quite tentative about exactly how to begin. Law 111E was the first of the four courses I created. The step-by-step process I followed doing this design and development is set out below.

Step 1: I obtained a copy of an online course outline from a professor at the University of Alberta. I did this in order to see what components needed to be included in the outline that I would not normally have included in one of my in-class courses. This outline was a great help as it gave me a precedent for a welcome section, a basic structure for an online class, together with information about proper netiquette for my students, and a coffee break section where students could either advance their learning or take a break from it.

Step 2: I sought the assistance of Jim McCloy, one of the other instructors in the Paralegal program. He had taught Law 111E, for a number of years, in an in-class environment. He provided me with his course content, which gave me the basic material to begin work with.

Step 3: I decided that it would be necessary to modularize these courses, as my colleagues already teaching in the online environment advised that this method of organization was easiest for the students to follow.

Step 4: The Law 111E course is based on a real estate manual prepared by Grant MacEwan Community College. Students purchase this manual for use in all four of the real estate courses. As this manual was already separated into modules, I decided to follow the format when creating my course. This organization was easier for the students to work with.

Step 5: I began by creating the course outline. Included in the course outline was a Welcome, Course Rationale, Course Objective, Course Structure, Required Text, Self-Directed Learning Activities, Evaluation, and Getting to Know You, Activity #1 and Coffee Break sections. A copy of this course outline is included in this paper on pages 78 through 86.

Step 6: In order to create the Welcome I had to have my picture taken at the college and then I recorded my verbal welcome in the Teaching and Learning Centre. The faculty helped me do the recording and taught me how to go into sound waves and either crop them or extend them to make my message clearer.

Step 7: Included in the Welcome section was a short autobiography. This gave the students the opportunity of learning a little about me.

Step 8: The Course Rationale was designed by combining information drawn from the precedent online outline I was using and from Jim McCloy's in-class course outline. I read through both of these

documents and incorporated what I felt necessary into my course outline.

Step 9: The Course Objective was copied from the in-class course outline, as the two courses required the students to achieve similar goals.

Step 10: The Course Structure again came from the in-class course outline.

As this was an online course, a participation mark was added for discussion postings to encourage students to become part of a community of learners.

Step 11: The format to be followed for the course, as stated above, was similar to that of the Grant MacEwan manual. The topic areas in each Module were the same as the contents of the Grant MacEwan manual and were incorporated, module-by-module, into my course design.

Step 12: I was also advised, by colleagues, that repeating the information in each module made it easier for the students to navigate a course. I decided to follow their advice and copied the structure of the first module into the other nine modules.

Each module contained:

- readings from the Grant MacEwan manual.
- additional notes, which I created with the assistance of Jim McCloy. Once typed, each of these set of notes had to be loaded into WebCT so the students could access them on the web. An exemplar of these notes is attached as Appendix C.

- terminology list, which was copied from the material from the in-class course. Once typed, each of these terminology lists had to be loaded into WebCT so the students could access them on the web. An exemplar of these terminology lists is attached as Appendix D.
- a weekly online chat.
- a practice assignment, from the Grant MacEwan manual.

Step 13: Once the first module was completed, I copied the structure nine more times, introducing a new topic area in each module.

Step 14: Once all of this work had been typed, I uploaded it into WebCT to enable students to have access to it on the web.

Step 15: I had to include a mid-term and final examination in this course and used the same examination that Jim McCloy had used in his in-class course. Both of these examinations had to be typed and made ready for delivery by e-mail to students' proctors at the time of writing.

Step 16: Online learning needs to incorporate some independent work by the students. I had already included the Grant MacEwan readings but felt I wanted more. If students were having difficulty with any particular document or process I was prepared to provide them with additional assignments and informed them of this in the course outline.

Step 17: Determining an appropriate evaluation method for this course was done in consultation with Jim McCloy. There needed to be some differences from the in-class course. I added a participation component worth 10% to encourage students to attend the online chats. I also increased the value of the practice assignments, to encourage students to work through them completely. These assignments were the tools that allowed the students and I to determine their progress with the course material.

Step 18: With no face-to-face interaction, I needed to include some method for the students to get to know a little about each other. I created an activity whereby the students were required to do a short posting to the discussion board, talking briefly about themselves, the reason they were taking the online course and what their expectations of the course were.

Step 19: As online learning can sometimes become overwhelming, I created a Coffee Break section in the course. I used this section to provide the students with websites that either enhanced their learning in real estate or simply gave them an opportunity to take a mental break from the course work. I also encouraged students to share any interesting sites they may have found with the rest of the class.

Step 20: Once the course outline was complete and all of the module content had been typed and uploaded into WebCT, I put a course manual together for the students. This manual provided additional

materials to them to assist in their learning. The course manual for this first course was quite limited as the students also had the Grant MacEwan manual to use as an additional resource. I have attached a copy of the Table of Contents for the course manual for Law 111E as Appendix E.

As the design and development for Law 111E was my first experience with online curriculum design, it required approximately 100 hours of time to complete. The college had given me a one-course release, which was approximately 45 hours to do this work. The remainder of the time came from a personal interest and commitment on my part to work on this project.

The remaining three designs were much easier as I had already acquired a great deal of new knowledge about working in the online environment. As I developed each course I made some changes, which I felt would make the course material more manageable for the students.

A copy of the course outlines for Law 121E, Law 231E and Law 232E are included in this paper on pages 89 through 108. After each outline, I have addressed the changes I made as I gained more knowledge and had the opportunity of teaching some of the courses.

Each of these courses also included a course manual. The students were required to purchase the Grant MacEwan manual only for the first class and then were asked to use it as a reference throughout the remaining three classes.

As most of the content of the Grant MacEwan manual had been covered in the first class, the course manuals I created for these final three classes was much more extensive than the Law 111E course manual. I created these course manuals working within the requirements of the law and have provided several exemplars of working documents, attached as Appendices and identified throughout this paper.

Law 121E was the first course that required a more extensive course manual. I have attached a copy of the Table of Contents for this course manual as Appendix F.

As I had never created such a detailed course manual for an online class, I chose to follow the course manual format that I had created for Law 231 (in-class).

The purpose of these course manuals is to give the students additional material to assist them in working through the course assignments.

Law 121E required the students to complete a Seller and a Buyer file on their own and hand them in to the instructor for marking. As they had not had a lot of exposure, previously, to an entire real estate file, I felt it important to create examples of both of these files for the students to use when doing their assignments.

Creating an entire real estate file requires hundreds of letters, memorandums and documents. I have an extensive precedent database to draw from to create these.

The files for the Law 121E course manual were created as described below.

The first letter on any real estate file is usually from a realtor, enclosing a copy of the Real Estate Purchase Contract and addressing the issue of their commission. Attached, as Appendix G is a letter from the realtor.

I have also attached copies of two other letters. The first advises the seller how the buyer wants to take title. The second is a trust letter from the seller to the buyer, enclosing copies of all documents and imposing trust conditions required to complete the transaction. These are attached as Appendices H and I, respectively.

Each file also requires a checklist. The students use this checklist as a map through the development of the file. There are different checklists for seller and buyer files. I have attached as Appendix J, a copy of a seller checklist.

These files require documents, which are normally received from outside agencies. I have a database of the various types of documents normally used, and type each one needed for a file.

Some examples of these are a Land Titles Office title search, attached as Appendix K, a tax search, attached as Appendix L, and a mortgage statement, attached as Appendix M.

There are also a series of real estate documents that the students are required to prepare, for their clients to sign, in order that title may be

properly transferred. Some exemplars of these documents are attached as follows:

Transfer of Land Appendix N

Caveat Appendix O

Direction to Pay Appendix P.

I also provide the students with an electronic copy and a hard copy of precedents for each document they have to create.

Financial documents are some of the most important documents the students have to learn to create. With each new document I work with the students as a group, and then individually, if necessary. This process helps to ensure they have a solid understanding of these documents.

Attached are some exemplars of financial documents as follows:

Statement of Adjustments Appendix Q

Statement of Trust Monies

Received and Disbursed Appendix R

Statement of Account Appendix S.

Next, I created a sample buyer file for the students to use as a precedent. It was included in the course manual as well.

The next stage in development of this course manual was to create the contents that the students required to complete a seller and a buyer file on their own. In the both of these manuals I provided them with all of the outside documents they would normally receive on a real estate file. These included the real estate purchase contract, title and tax searches, mortgage

statements, registration forms from Land Titles Office and certified copies of title.

I also had to create and provide the students with all letters and documents that they would receive from the other side of the transaction. For example, if they were doing a seller file, the course manual would contain all letters and documents that the buyer would normally provide to a seller.

As the development of all four courses progressed, the creation of these manuals became a little easier as I had more current precedents prepared that I could simply modify them inserting the correct information.

I have attached the Table of Contents for the course manual for Law 231E and 232E as Appendices T and U, respectively.

The reality of creating one course manual, for one class, is that it takes approximately one month to produce all of the paper work. From year to year, when updating these manuals, it normally takes about one week to do one update.

I am currently looking at a way to design these course manuals without dates. This should make the yearly updates less arduous of a task.

Survey Tool Design, Administration and Analysis

As discussed in detail elsewhere in this paper, the design of the Survey Tool was another new undertaking for me. Because of this, I sought assistance in designing the questions and creating the introduction to the tool.

As each question was developed it became clearer what information I would be able to gather with it. A copy of the Survey Tool is attached as Appendix A.

Question 1 a: What is the name of the course you are registered in:

- a. Law 121 (in-class)
- b. Law 121E (online)
- c. Other _____ (state course name and number)

This question was the identifier that allowed me to put the students into the proper category for comparative analysis.

Question 1 b: What level of training/education have you had prior to taking this course?

- a. some high school
- b. completed high school
- c. any postsecondary education
- d. other (please specify)

In asking this question, I wanted to know if there was any correlation between students taking online education and those who had a higher level of education.

Question 2 a: Why did you choose to take this course online?

Question 2 b: Why did you choose to take this course on campus?

The purpose of these two questions was to determine if the reasons students gave were comparative to similar answers given by students in studies set out in the Literature Review contained in this paper.

Question 3 a: Briefly describe your very first day of class. Please indicate what you found particularly helpful in the first class that increased your chances of success in this course.

This question was designed to help determine if online activities, the first day of class, were as beneficial to the students as the activities set up for the in-class students.

Question 3 b: In your opinion, please indicate what else the instructor or Red Deer College could have done to help you better prepare for the course.

This question was designed as a tool to assist with course design, for both the online and in-class students. Students often are the best resource for new ideas for delivery of material.

Question 4 a: If you were enrolled in the in-class course, did you attend classes on:

A regular basis _____

Infrequently _____

Almost never _____

Question 4 b: If you were enrolled in the online course, did you attend office hours on:

A regular basis _____

Infrequently _____

Almost never _____

These two questions were designed to determine the students' behaviors with respect to attendance at classes/online office hours. I wanted to determine if one environment encouraged more regular attendance over the other.

Question 5: Did you do our weekly assignments?

Immediately after given _____

Sometime during the week _____

Just prior to it being due _____

Other (please specify) _____

Question 6: Did you ever ask for an extension on an Assignment?

Yes _____

No _____

Question 7: Did you complete your weekly readings?

Immediately after assigned _____

Sometime during the week _____

Just prior to the next class _____

Other (please specify) _____

Questions 5, 6 and 7 were designed to check student behaviors with respect to certain components of the course. I was looking to see if there was any relationship between students who were more motivated to get the course work done and the environment they choose to work in.

Question 8: Were you able to do your weekly assignments, without additional assistance from the instructor, after normal classroom hours?

Question 9: Did you find that the instructor's explanations of various concepts (i.e. Statements of Claim) helped you to successfully complete your assignments?

Question 10: How many times a week did you access the instructor for extra help?

Never _____

0 – 5 times _____

5 or more times _____

Question 11: Did you find the workload for this course manageable?

Yes _____

No _____

Questions 8, 9, 10 and 11 were all designed to check students' attitudes with respect to their perceptions of the level of assistance they required working through the course material as well as the amount of work required of them. I was interested in determining whether one environment had any advantages over the other when correlating this data.

Question 12: What changes would you recommend, to either the curriculum or delivery method of this course, which you feel would be of benefit to other students?

My intent in asking this question was to gather feedback from the students that would assist in making any alterations to the course material that the students felt would be beneficial.

Question 13 a: If enrolled in the on-campus course, would you recommend this course to other people?

Yes _____

No _____

Question 13 b: If enrolled in the online course, would you recommend this course to other people?

Yes _____

No _____

Question 14: Were you satisfied with your training/education received in this class?

Yes _____

No _____

Questions 13a, 13b and 14 were all designed to determine whether students registered in either environment had a higher satisfaction rate over those registered in the other environment.

Question 15: Please indicate what else you could have done to facilitate your training/education in this course?

This question was designed to check students' perceptions about personal contributions to their own education. I was hopeful that some of the suggestions might assist me in identifying areas which would help the students to become more successful.

After completing the process of designing, administering and analyzing this survey tool, I have recognized that I missed some important questions I would have liked to ask.

It would have been beneficial to know the students' ages. Most studies of this nature look at ages of participants in order to determine if there is a relationship between age, attitudes, and behaviors.

I would have also liked to have known if any of the students had prior legal experience, either through work or personal experience. This would have lead to a clearer understanding of the students' perceptions about their own success in the course.

Lastly, I think it would have been beneficial to have asked the students if they had ever participated in any type of distance learning, whether they were taking this course in-class or online. This data may have provided clarification as to why a student chose a particular environment to work in.

Chapter 4

Research Results and Analysis

Sources of Data

Both primary and secondary data was gathered from a combination of searches of the World Wide Web, online searches of various educational databases, and survey results from both online classes and an in-class group of Red Deer College students.

The instrument used for this research project was a Survey Tool, attached as Appendix A. The students participating in the survey also had to complete a Consent form, attached as Appendix B.

The Survey Tool was chosen for this study as it provided an opportunity for non-personal interaction with the students. It was an excellent method of collecting a large amount of data at one time. As the Survey Tool was designed incorporating both quantitative and qualitative questions, I believed it would allow a more complete analysis of the data required. The final reason for this choice of technique was that the students being surveyed were located all over Western Canada.

I did have some concerns with respect to the reliability of the results as some of the questions asked dealt with students' perceptions and feelings. The validity was also a bit of a concern as there was no way I could guarantee that the students understood the questions or that they gave truthful answers.

With these concerns in mind, and realizing they would have to be considered when analyzing the data, I decided that the Survey Tool was the most appropriate technique to use in my study.

Classroom Based Paralegal Programs In Alberta

Searching the World Wide Web was the most appropriate way to find information on what Paralegal Programs already existed in Alberta. I looked at what was currently offered in the classroom and online.

I began this research by looking at what Paralegal Programs were offered in Alberta, other than the one at Red Deer College. There are programs offered at Grant MacEwan Community College, Southern Alberta Institute of Technology, Alberta Career College and Bow Valley College.

Grant MacEwan Community College, in Edmonton, Alberta, has a Paralegal Program that is the most similar to the one offered at Red Deer College. They offer a two-year program, culminating in a Paralegal Diploma. Their program is offered completely in-class, with both day and evening classes. Students take a combination of lecture and lab classes, similar to those offered at Red Deer College. The main difference in the two programs is the order in which the classes are taken.

Southern Alberta Institute of Technology, in Calgary, Alberta, also offers a two year Paralegal Diploma. The program differs from the one offered at Red Deer College, in that the students attend lecture classes only. There are no labs. The students are still required to learn document process and preparation, but do so

outside of a lab environment. This program also culminates in a Paralegal Diploma.

Alberta Career College in both Edmonton and Calgary, offer an eight-month course in training to become a paralegal. Their program offers limited training to students, but does culminate in a Paralegal Certificate.

The most recent addition to the Paralegal Program offerings, in Alberta, is from Bow Valley College, in Calgary. Bow Valley College will begin offering Red Deer College's Paralegal Program in September of 2003. They have brokered our entire program and will have their own instructors teaching the classes. As well, their students will register in our online real estate and litigation classes, increasing our online student enrollment.

Online Paralegal Programs

I have also researched what is currently available online. A large number of American schools offer online courses for paralegal training. These were of little use to my study as the American judicial system is completely different from the Canadian one. Currently, in Canada, other than Red Deer College, there are virtually no other institutes offering online paralegal training.

Survey Administration

The students surveyed were Red Deer College students registered either in an online or in-class course during the Winter 2003 Semester. The online students were located throughout Western Canada.

I did not require a class list for the in-class group of students, nor did I need to know their names, as the survey was administered personally. The online

students were Red Deer College students at the time the survey was administered. The Freedom of Information and Protection of Privacy Act protects their information. The completed online survey forms and consent forms were returned to an independent administrative assistant at Red Deer College, who printed them off and randomly put them into envelopes for me, so the consent forms could not be matched up with the survey forms. The only different identifier on the survey was whether the student was an in-class or online student.

The analysis of this data having been completed, all information gathered is being stored in my filing system, under lock and key, in my private office. There are no class lists or names attached to the surveys and they will not be catalogued under any class title or time frame. After the expiration of five (5) years, from the date the survey was administered, I will deliver all of the data used for this study to the Confidential Document Shredding Manager at Red Deer College to be destroyed.

Data Analysis

I have completed an analysis of my research into course design and delivery, utilizing my personal experiences. The conclusions drawn were incorporated into the four online real estate courses. Their effectiveness was assessed through the student survey.

Qualitative data was analyzed and interpreted by taking the results as well as student comments and summarizing them as I determined appropriate. This summary was based on key themes I recognized which developed out of the students' comments. Some of the key themes identified were as follows:

- There was a relationship between students' perceived need for instructor contact and the learning environment they choose.
- Childcare, work, and traveling distance impact a Students' decision when choosing a learning environment.
- Student satisfaction differs in different types of learning environments.

Survey Results

The in-class students were asked to complete the survey while in class. Their instructor, for that class, handed out the survey forms and the consent forms. He explained the purpose of the survey to the students and informed them that it was completely voluntary if they wished to participate. He also informed them that if they chose to complete the survey they would also have to complete the consent form and once completed, hand the two documents in separately. This arrangement eliminated the need for any follow-up with the in-class students, as those interested in participating did so at that time.

Out of a possible 40 students, 29 chose to complete and submit the survey and consent form. The response rate of 72.5% was quite high, most likely as a result of the method of administering the survey.

There were two different online classes surveyed. Students were either registered in my online real estate course or another instructor's online teacher's assistant course. These two groups of students were surveyed to allow for a larger sample of online students. The other instructor and I sent instructions via e-mail to our online students with the same information that had been verbally provided to

the in-class students. We attached the survey and consent form to the e-mail, should they wish to participate. We asked them to return the survey within 2 or 3 days.

After 3 days, we had only received 5 completed survey and consent forms. Both myself and the other instructor forwarded a reminder, by e-mail, to our online students reminding them about the survey, should they wish to complete it. We felt the reminder was necessary as the survey was done around the time students were completing final assignments and beginning to study for finals for the Winter 2003 term.

Within one week we had received an additional 9 surveys and consent forms, bringing the total received to 14. We had surveyed 35 students in total, resulting in a response rate of 40%.

The sample size for this research was very small making the validity of the data and conclusions quite limited. However, as stated above, during my research I discovered a similar study done by Dutton *etal* (2002). They had surveyed 283 students. It was interesting to note that using the larger sample size, these researchers came to some of the same conclusions that I had come to. These similarities are discussed below.

The first quantitative question in the survey, Question 1a, dealt with the level of education each student had prior to enrolling in his or her respective online or in-class course. As demonstrated in Figure 1, on the next page, of the online students only 36% completed high school with 50% having some postsecondary education. Of the in-class students, 52% had completed high school with only 41%

having some postsecondary experience. This data could lead to the conclusion that students who had no postsecondary experience were more likely to enroll in the in-class environment, while students who had some postsecondary education were more likely to enroll in online classes.

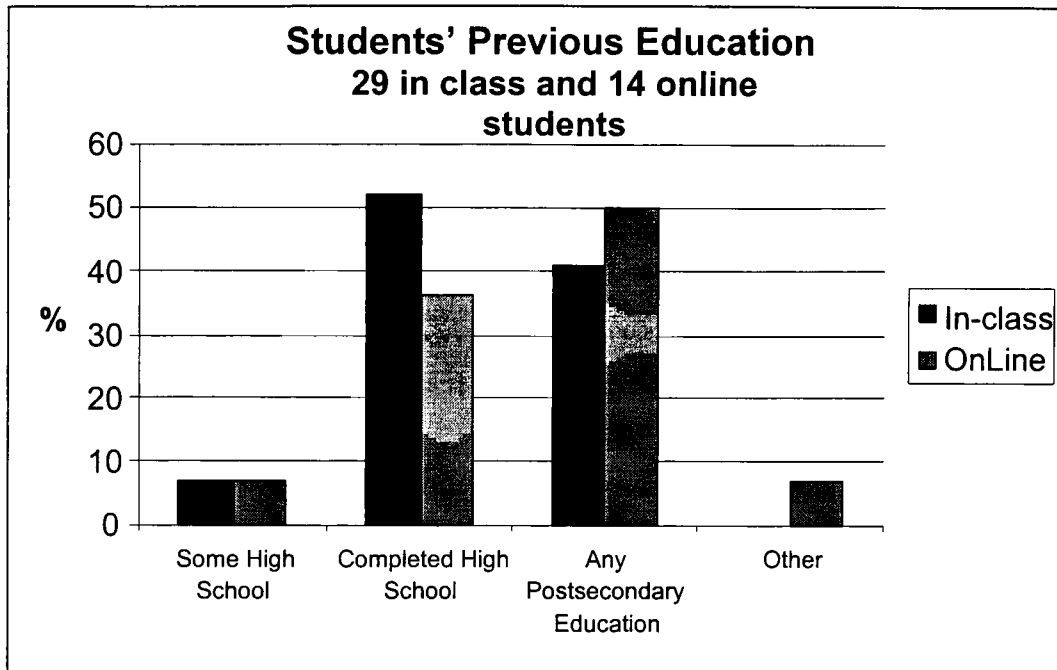


Figure 1: Previous Students' Education

There were several questions in the survey dealing with student attitudes and behaviors while attending the classes. The results of these questions are set out below.

In Question 4a, 86% of the online students stated that they attended classes on a regular basis, while in Question 4b, only 64% of the in-class students did. I believe that these figures reflect the fact that usually online students are more mature (The Corporation for Public Broadcasting/Annenberg Project, 1988, as cited in Kerka, 1996) and more eager to do well in their classes. They would naturally attend all classes in order to accomplish this goal.

In Question 5, 24% of the online students stated that they completed their assignments immediately after assigned, while only 14% of the in-class students did so. Most of the students (69% of online and 64% of in-class students) stated that they did their assignments sometime during the week.

In Question 7, the students also were asked when they would do their weekly readings; 69% of the online and 64% of the in-class students stated that they did them sometime during the week.

The percentages between the online and in-class students for these two questions are so similar, that I would conclude that there was little or no difference in these two behaviors exhibited by the students in the two environments. This conclusion is also borne out by the Dutton, *etal* (2002) study where reference has been made to a study done by Spooner, Jordan, Algozzie, and Spooner, (1999). This study states there are some similarities between online and in-class students, while there are also distinct identifiable differences.

In Question 8, when asked if students needed extra assistance from the instructor, 69% of the online students said they needed extra help, while 86% of the in-class students had the same requirement. The difference in these percentages can be partially accounted for as a result of online students having all of the course material available to them prior to the beginning of the course, while the in-class students receive information in stages.

In Question 10, students were asked how many times a week they had to access the instructor for extra help, outside of class time. Table 1 shows these results.

Table 1: Student out of class assistance.

How many times a week did you access the instructor for extra help?		
	Online	In-Class
Never	21% (N=3)	24% (N=24)
0-5 times	79% (N=11)	69% (N=20)
6 or more times	(N=0)	7% (N=2)

Although the table shows that there was very little difference between online and in-class students, the comments suggest that the online students required additional assistance from the instructor due partly to WebCT related problems.

In Question 6, the students were asked if they ever had to ask for an extension on any assignment. 21% of the online students said they had to, while only 14% of the in-class students required this. There was a nominal difference between students in the two environments, and if you take into consideration the fact that the in-class students were usually given class time to work on assignments, their lower figures are understandable.

The Survey also looked at student attitudes about the courses. Students were asked the following questions, with the following results, as shown in Table 2 below.

Table 1: Students' attitudes about the courses.

	Online	In-Class
#11 - Was the work manageable?	Yes=100% No=0%	Yes=97% No=3%
# 13 - Would you recommend the course?	Yes=100% No=0%	Yes=62% No=38%
# 14 - Were you satisfied with the training?	Yes=100% No=0%	Yes=69% No=31%

Even though students in both environments felt that the work in their course was manageable, the online students appeared to have been more satisfied with their course and the training they received.

In Question 2, the students were asked why they chose to take this class in either the online or in-class environment. The comments from the online students reflected that these students had other obligations, outside of school, which prevented them from coming to campus. Convenience and travel considerations also played a role in this decision for some students, while some were working fulltime. The online courses allowed them to do some schooling, while not giving up their jobs.

Similarly, as stated in Dutton, *et al* (2002) paper, "Students who choose the online section are likely to be attracted for two major reasons:

- ◆ To avoid conflicts between class meetings and other responsibilities.
- ◆ To avoid travel when the Students' residence is far from campus.

This leads us to expect that, on average, students taking the online section have greater outside responsibilities and that they live farther from campus” (p.7).

Red Deer College’s purpose in designing some of the Paralegal Program for online delivery was to be able to access a wider student base and provide individuals with opportunities otherwise not available to them. The above survey results give a clear indication that these online course offerings provide just such opportunities.

My survey results also indicated that online students prefer working at their own pace and they liked to be able to move ahead when they were ready.

The in-class students had different reasons for their choice of environment.

Some of the student comments were:

- ◆ I wanted to be in-class full time.
- ◆ I needed to have a classroom instructor.
- ◆ I find teaching instruction beneficial.
- ◆ I like an interactive atmosphere.
- ◆ I like having an instructor present to explain things to me.
- ◆ Keeps me motivated.

It is obvious from these comments that students who choose the in-class environment did so because they felt a need for hands-on support, in order to be successful.

Online students, because they are more mature (The Corporation for Public Broadcasting/Annenberg Project, 1988, as cited in Kerka, 1996) usually do not

need the extra motivation or hands-on assistance to be successful. The one exception to this, as previously stated, might be with computer problems.

In Question 3, the students were then asked to express, in their own words, what they felt had happened on the first day of class that assisted them in becoming successful. The student comments were quite interesting. The in-class students reflected that they found the first day of classes confusing and that it took some time to sort out exactly what they were expected to do. Some of the comments were:

- ◆ Very confusing.
- ◆ I felt overwhelmed. I thought I could receive better instruction.
- ◆ Actually, it was very confusing to start. No one quite knew what to expect but as it went on it was good.

The online students overall were much more relaxed about the first day of class. They had an opportunity to review the entire course outline and course content prior to the first class. Some comments were:

- ◆ I felt the course was very well organized.
- ◆ My first online class made me feel very comfortable and capable of achieving the requirements

Although this data is qualitative, some conclusions can be drawn. When a student chooses to take a class in an online environment, the entire course is usually laid out ahead of time for them. If they take the time to review this material prior to the first class there is a lot less confusion. Unfortunately, for the in-class students, the first class is the first time an instructor sees them. They are normally

handed a course outline as they enter the classroom with no opportunity prior to that time to know what the class is about.

Two students indicated on their survey forms that they had the opportunity of being both in-class and online students in the past year. One of them commented as follows, “I have had the added benefit of taking courses both online and in-class ... I have found the online courses and the instructors to be extremely useful and I feel I’ve learned as well, if not better, doing them that way as opposed to taking them in-class”.

Limitations

The limitations of my research include the fact that I am analyzing a limited number of courses with a limited number of students. My sample size, being an in-class student base and an online student base from two different online classes, makes the conclusions of this study tentative. Furthermore, my biases and personal experience have likely affected the summaries I have created.

Also, I have never created a student survey prior to this experience and the reliability of the questions may be somewhat limited as a result of my lack of experience. I understand that this is a typical limitation for this type of research.

Chapter 5

Description of the Final Product

I have designed four online real estate courses for the Paralegal Program at Red Deer College. The course outline for each of these courses is set out below with an explanation of the elements involved in each design. Should the reader be interested, these courses can be accessed at <http://learn.rdc.ca>.

On the logon screen you type SampleLaw, as both the UserName and Password. Once you are into the site, click on the appropriate course name to view the course. The four courses are Law 111E, Law 121E, Law 231E and Law 232E.

A copy of each of the Course Outlines for the four courses follows.

Course Outline Law 111E**LAW 111 - REAL
ESTATE I -
INTRODUCTION TO
BASIC CONCEPTS IN
THE PRACTICE OF REAL
ESTATE IN ALBERTA****Contents**WelcomeCourse RationaleCourse ObjectiveCourse StructureTopics to be coveredFormat to be followedRequired TextSelf-Directed Learning Activities

Readings

Additional practice assignments

EvaluationGetting to know youActivity #1Coffee Break**Welcome****Diana Gillespie - My Story**



I began my career as a Paralegal immediately after Grade 12. While working in Lethbridge, Calgary and Red Deer for a number of years, I developed a love for the law. My decision to return to school came after 25 years in the industry.

I began my education at Red Deer College working towards a Bachelors degree. It seemed a logical first step to earning a law degree. One month prior to completing my B Ed., I was offered a job as Executive Assistant to the President of Red Deer College. Having been a student and a single mom for over 5 years, I accepted the job, leaving my education behind.

After one year in that position I was hired as an Instructor in the Paralegal Department. Throughout my years here I have been able to complete my Bachelors degree in Education and begin work on a Masters degree in Education. On-line course design and delivery was the focus of my Masters Program. I anticipate completion of my Masters by mid 2003.

Throughout my working years as a Paralegal I had always stayed away from the practice of real estate. Summers, while I was going to University, the only work available was as a real estate assistant, in various law firms. It was in those firms that I developed a keen interest in real estate and really began to enjoy it. Real estate practice is now one of my favorite areas of law and I thoroughly enjoy teaching it.

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Course Rationale

As your instructor in Law 111 I am hopeful of assisting you in moving smoothly through the course. While discussing various basic concepts that the practice of real estate entails, I anticipate that we will share mutual experiences, which will enhance our learning.

You will be introduced to new terminology relevant to the practice of real estate and be expected to learn to use it.

You will have the opportunity of thinking critically through the introduction of processes and documents, wherein you can apply the basic concepts you are learning. As the instructor, I have EXPECTATIONS of us all:

I expect us to show development in our ability to think, analyze and evaluate. I expect us to be able to use appropriate terminology when discussing concepts for this course, designing documents and working with processes.

I expect cooperation, reasonable effort, creativity and friendly consideration in debate and interactions. I expect all of us to respond with carefully chosen words with respect to cultures, ages, nations and backgrounds.

I expect all of us to read the materials, read the postings, respond - when necessary, keep up-to-date with assignments, take Exams as scheduled and to collaborate with other learners.

I expect considerate "Netiquette" from all within the forums. WebCT is a vehicle through which we can have open discussions and extend our learning.

I expect you to notify me by WebCT if personal or other circumstances arise, which may affect your performance in this course.

I do not anticipate monitoring all of the discussions between students, with the exception of particular discussion questions I may pose. ***It should be noted however, as the instructor, I do have access to all student interactions, with the exception of private e-mail.***

My virtual office hours will be on Wednesdays from 6:00 p.m. to 9:00 p.m. throughout the duration of this course. Attendance at these office hours, **while not compulsory**, will be the best time to reach me. If you need to reach me on a more urgent basis, please feel free to call my office at 403-342-3266 or e-mail me directly at diana.gillespie@rdc.ab.ca. I will attempt to reply to all messages within 24 hours. I look forward to working with you on this course.

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COURSE OBJECTIVE

The objective of this course is to provide an introduction to real estate practice with an overview of the Land Titles system, types of ownership, and real estate documents.

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COURSE STRUCTURE

This course is based on the "Residential Real Estate Transactions" Manual prepared by Grant MacEwan College (copyright 1995) and designed by Liam Smith, LL.M. with revisions provided by John A. Pavlus, B.A., LL.B.

The course will loosely follow the structure of the Grant MacEwan Manual, with some variation.

Practice Assignments

These are located at the end of each Module. Students will answer all questions in each practice assignment. Students will be expected to type an answer list only (**sample set out in Course Manual**) and either e-mail or mail it to the instructor, by the assigned date.

Participation Mark

In order to receive the full 10% participation mark, students will have to make at least one contribution each week to on-line discussion questions. **Comments need to be more than, "Yes, I agree."** They can be in response to the instructor posting or to postings by other students. The responses can be made at any time prior to 12:00 midnight Saturday night of the current week.

Mid-term/Final Exams

These will be available, to be mailed to proctors, at the designated time. The students will have to choose a Proctor, and have that Proctor approved by the Instructor, one week prior to the exam. The proctor will have to mail the completed Exam to the instructor, by the required date. When looking for a Proctor, students need to enlist a teacher, employer, librarian, etc.

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TOPICS TO BE COVERED

Ownership and Interests in Land in Alberta

Land Titles System in Alberta

Real Estate Purchase Contract

Dower Rights

Solicitor Duties on behalf of Sellers (Vendors) and Buyers (Purchasers)

Variety of real estate documents

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FORMAT TO BE FOLLOWED

Prior to the beginning of class I would encourage all of you to read through the Course Outline (Introduction), the Let's Get going... page and the requirements for Activity #1.

MODULE 1 - Week 1

Read Grant MacEwan Manual Module 1, pages 1-1 to 1-7 **and** 1-19 to 1-32
Review additional notes by the Instructor, and respond to discussion question
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 1-33 to 1-35

MODULE 2 - Week 2

Read Grant MacEwan Manual Module 2, pages 2-1 to 2-12
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 2-17

MODULE 3 - Week 3

Read Grant MacEwan Manual Module 3, pages 3-1 to 3-23
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 3-28

MODULE 4 - Week 4

Read Grant MacEwan Manual Module 4, pages 4-1 to 4-38
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 4-39

MODULE 5 - Week 5

Read Grant MacEwan Manual Module 5, pages 5-1 to 5-28
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 5-33

Week 6**MID-TERM EXAM****MODULE 6 - Week 7**

Read Grant MacEwan Manual Module 6, pages 6-1 to 6-56
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 6-59

MODULE 7 - Week 8

Read Grant MacEwan Manual Module 7, pages 7-1 to 7-48
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 7-54

MODULE 8 - Week 9

Read Grant MacEwan Manual Module 8, pages 8-1 to 8-24
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 8-37

MODULE 9 - Week 10

Read Grant MacEwan Manual Module 9, pages 9-1 to 9-27
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 9-37

MODULE 10 - Week 11

Read Grant MacEwan Manual Module 10, pages 10-1 to 10-92
Review additional notes by the Instructor, and respond if required
Review terminology list
Meet on Web Wednesday evening for discussion
Do practice assignment, p. 10-94

Week 12**FINAL EXAM**

All Practice Assignments, additional Assignments and Exams may be mailed to the Instructor at the address set out below:

Diana Gillespie, Instructor
Law 111
c/o Red Deer College
Box 5005
Red Deer, Alberta T4N 5H5

OR

they may be e-mailed as a **WORD** attachment to my e-mail address at diana.gillespie@rdc.ab.ca

The learner will normally receive feedback within one week of receipt of the work by the Instructor.

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Required Text

Smith, Liam (1995). R. 1986 - 2000 by Pavlus, John A.. Residential Real Estate Transactions. Grant MacEwan College: Edmonton - purchased from Red Deer College Bookstore

Course Manual - purchased from Red Deer College Bookstore

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Self-Directed Learning Activities

Readings - assigned weekly

Additional assignments - If a student is having difficulty with a particular concept in real estate, the Instructor will provide additional assignments, which the student could complete. The Instructor would provide feedback only for these and no marks would be allocated for the extra work.

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Evaluation

Practice Assignments	-	50%
Mid-term Exam	-	15%
Final Exam	-	25%
Participation	-	10%

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Getting to Know You

As this course has no site visit requirement, we will not benefit from the face-to-face interaction normally experienced in the classroom setting. One of the challenges of taking a course purely by distance delivery is to create a learning environment that encourages participation, collaboration and a sense of belonging. With this in mind, I would ask you to do the following activity:

Activity #1

Create a short reply to the question posed below and post it to the Activity #1 discussion board by the end of the first week of classes.

1. Tell us a little about yourself. (2 - 3 lines)
2. Why are you taking this course?
3. What do you hope to achieve by taking this course?

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Coffee Break

Learning is hard work, even if it is enjoyable. Having your mind active for a long period of time, on one subject, can be very stressful. It is as important to know how to relax, as it is to know how to learn.

With this in mind, I will be providing you with a selection of web sites each week. Some of these are just for fun. Some you may find of particular relevance to this course. If you come across any sites you think might be of interest to other students, please share them with us, either through e-mail or at our Thursday night meetings.

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This course design was the first time I had ever attempted to design an online course. I did not have any idea where to begin to actually put an online course together. In speaking with my former faculty advisor at the University of Alberta she offered to send me a course outline from one of the online courses she taught. This was a great help as it contained sections, such as acceptable computer Netiquette, that I would not have otherwise realized I should deal with in my design and development.

I designed Law 111E, the first of the four courses, in a modular fashion, for clear understanding. This first design took approximately 100 hours. As set out previously, the modules are as follows:

- A. Module overview.
- B. Module objectives.
- C. Readings from Grant MacEwan manual.
- D. Additional notes (my version of the classroom lecture on the material).
- E. Terminology list for Modules.
- F. Discussion questions.
- G. Practice Exercises for each Module.
- H. Coffee Break.

In addition to this format being repeated eleven times, once for each module, I also included a mid-term examination and a final examination, to evaluate student learning. I then created a course manual for the course. This manual provided the students with extra materials to assist in their learning.

The “Coffee Break” component was used to list websites for students to visit, as a way to either enhance their learning on the module, or just take a break from the learning

I arranged weekly “chat office hours” with the students. The students and I met once a week on the web to discuss the weekly topic, ask questions and participate in a community of learners.

I had some difficulties deciding how to deal with the mid-term and final examinations that this course required the students to complete. As the students were from all over Western Canada, it was impossible for them to attend campus

to complete them. I decided to have the students find proctors. Once they advised me of their proctor's name and position, I approved them, and then on the day designated for the student to write the examination, I forwarded, by e-mail, a copy of the examination to the proctor. The proctor supervised the student while they wrote the examination. Upon completion, the proctor forwarded the examination to me for marking.

Course Outline Law 121E**LAW 121 - REAL
ESTATE II****Contents**

Welcome
Course Rationale
Course Objective
Course Structure

Topics to be covered
Format to be followed

Required Text
Self-Directed Learning Activities
 Self-assessment Quizzes
Evaluation
Coffee Break

Welcome**Instructor - Diana Gillespie**

I am delighted to be able to instruct this second section of real estate for the Paralegal Program - Legal Focus Certificate. It was a pleasure to work with students in an online environment for the first time last semester.

I trust you enjoyed the experience. I did as well, but I also learned some valuable experiences, which you will find incorporated into this course design.

I believe that there must be more group contact with the instructor as well as with other students in the class. We all learn well from each other and need to take advantage of these shared learning experiences.

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Course Rationale

As your instructor in Law 121 I am hopeful of being able to continue to assist you in increasing your knowledge with respect to the practice of Real Estate. We will discuss, in detail, some of the basic concepts that the practice of real estate entails, while at the same time addressing the reasoning and practice behind document preparation and conveyancing processes.

You will continue to encounter new terminology relevant to the practice of real estate and be expected to use it in your communications and course work.

You will have the opportunity of thinking critically through the introduction of scenarios, wherein you can apply the basic concepts, while you are being introduced to them.

You will have the opportunity, first with the whole group, and then individually of working through actual real estate files, taking your first real step towards becoming conveyancers.

As the instructor, I have EXPECTATIONS of us all:

I expect us to show development in our ability to think, analyze and evaluate. I expect us to be able to use appropriate terminology when discussing concepts for this course and when designing documents.

I expect cooperation, reasonable effort, creativity and friendly consideration in debate and interactions. I expect all of us to respond with carefully chosen words with respect to cultures, ages, nations and backgrounds.

I expect all of us to read the materials, read the postings, respond - when necessary, keep up-to-date with Quizzes and Assignments, to take Exams as scheduled and collaborate with other learners.

I expect considerate "Netiquette" from all within the forums. WebCT is a vehicle through which we can have open discussions and extend our learning.

I expect you to notify me, through my Red Deer College e-mail, if personal or other circumstances arise, which may affect your performance in the course.

I do not anticipate monitoring all of the discussions between students, with the exception of particular discussion questions I may pose. **It should be noted however, as the instructor, I do have access to all student interactions, with the exception of private e-mail.**

I anticipate replying to any direct e-mail inquiries within 24 hours of receiving them. *On Tuesdays from 7:00 p.m. to 9:00 p.m. (Alberta time) throughout the duration of this course, we will have an online teaching session, as well as virtual office hours.* Attendance at these office hours, is **mandatory**, and each session will be worth 2% towards your term grade. If you need to reach me on a more urgent basis, please feel free to call my office at 403-342-3266 or e-mail me directly at diana.gillespie@rdc.ab.ca. I will attempt to reply to all messages the same day they are received.

I look forward to working with you again on this next course.

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COURSE OBJECTIVE

This course is designed to continue to familiarize students with documents and processes involved in a real estate practice. Simulation exercises will be used to show real estate transactions from the focus of both the Seller and the Buyer. Emphasis will be placed on the practical aspects of the transaction, beginning with the Real Estate Purchase Contract, basic correspondences and basic documents. Students will gain a basic mastery of a typical cash real estate transaction from both a Seller's and Buyer's perspective.

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COURSE STRUCTURE

Quizzes

At the beginning of each Module the student will find a Quiz, which ***must be taken***, in order to check their level of understanding with respect to the prior Module. The Quiz will be based on information covered in the previous Module only. The first Module will have a general knowledge Quiz constructed from the Law 111 material.

These quizzes are intended to give the student feedback as to how they are doing in the course. It is suggested that a student achieve 75% on each Quiz before

beginning work on the next Module. Although these Quizzes are self-directed activities, the Instructor has the capability of checking student scores on the Quizzes. If the Instructor notices a student not completing the Quizzes or not attaining the suggested 75% mark on each Quiz, the Instructor will encourage the student to review the work in the missed Modules and to retake each Quiz until the 75% grade is achieved. Once the required grade has been achieved students will receive 2% for each Quiz.

This is an important step in the learning process, as real estate knowledge tends to be cumulative.

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Practice Files

The Instructor will walk the students through a complete Seller's file as well as a complete Buyer's file. The material and supplies needed to complete these files has been included in the Course Manual purchased from the Red Deer College Bookstore. After each file has been completed, the student will be required to mail the files to the Instructor for feedback at:

**Diana Gillespie, Instructor
Law 121
c/o Red Deer College
Box 5005
Red Deer, Alberta T4N 5H5.**

The Instructor will return the files to the students with comments **within one week** in order that the student may use them as precedents for completing the Major Assignment for this course. Each practice file will be worth 5% toward the term grade.

Major Assignment

Students will be required to complete both a Seller and a Buyer file. Contained in the Course Manual, the students will find all necessary documentation to complete these files. As well, included in the Course Manual are all of the supplies needed to complete the two files. **These files will replace a Final Exam for this course and are worth 25% each towards the term grade.** The work will include:

- review of the Real Estate Purchase Contract
- organization of the real estate file
- preparation of all correspondence, memorandums, and documents
- the reporting and billing process
- closing of the real estate file

Precedents of documents required to complete this Major Assignment will be provided to the students both in Word format, via e-mail, as well as in the Course manual.

TOPICS TO BE COVERED

Review of Law 111

- * What have we learned so far:
 - * Role of the Stakeholders
 - * Residential Real Estate Purchase Contract
 - * Statements of Adjustments
 - * Transfers of Land
 - * Mortgages

- * Organizing the Real Estate File for the Seller and Buyer

- * Trust Letters
 - * Purpose and Intent
 - * Closing Documents
 - * Trust Conditions on Buyer's Solicitor
 - * Undertakings To Discharge Encumbrances

- * Closing and Registration Procedures (Sale and Purchase)
 - * Duties of the Buyer's Solicitor
 - * Duties of the Seller's Solicitor
 - * Registration of the Transfer and Mortgage in the Land Titles Office
 - * Withdrawal and Discharge of Caveat Protecting Buyer's Interest

- * Statement of Accounts and Report to Clients
 - * Legal Fees
 - * Disbursements
 - * Land Titles Act, Tariff of Fees
 - * Statement of Accounts
 - * Reports to Clients
 - * Closing the File

- * Completing a Seller's file from Contract to Closing

- * Completing a Buyer's file from Contract to Closing

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FORMAT TO BE FOLLOWED

Prior to the beginning of class I would encourage all of you to read through the Course Outline (Introduction). This course will loosely follow the same format as

Law 111 and the WebCT software operates the same way, so you should all be familiar with its operation.

This course is broken into ten (10) Modules. Modules will loosely follow the Topics to be Covered format, with each week addressing a new Module.

Each Tuesday evening from 7:00 to 9:00 p.m., I will hold an online teaching session as well as online office hours. These office hours will allow the students the opportunity of entering Chat Room 1 to ask me questions pertaining to the Module we are currently working on, or pertaining to this class as a whole.

Attendance at these online chats is REQUIRED as each week we will cover a new concept. The student is encouraged to have completed the self-directed Quiz prior to these classes, as well as to have done the required readings for the week. Each session will be worth 2% towards the Students' term grade.

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Required Text

Smith, Liam (1995). R. 1986 - 2000 by Pavlus, John A.. Residential Real Estate Transactions. Grant MacEwan College: Edmonton - purchased from Red Deer College Bookstore

Course Manual - purchased from Red Deer College Bookstore

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Self-Directed Learning Activities

Self-assessment quizzes will be assigned at the beginning of each Module. These Quizzes will deal with material covered in the previous Module. The computer will grade the quiz for the student. If a student does not achieve at least 75% on any given Quiz, **IT IS STRONGLY SUGGESTED** that they go back and review the material covered in the previous Module and rewrite the Quiz. All Quizzes will be open throughout the entire term and a student may make as many attempts as they wish to achieve a grade of 75%. **IT IS STRONGLY SUGGESTED** that the Quizzes be done sequentially together with the Modules.

The Instructor will monitor student progress through these self-directed Quizzes and assign a grade of 2% each, once the 75% mark has been achieved.

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Evaluation

- Online teaching sessions - 20% (2% each)
- Self-assessment quizzes - 20% (2% each once the 75% grade is achieved)
- Practice files - 10% (5% each)
- Seller file - 25%
- Buyer file - 25%

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Coffee Break

Learning is hard work, even if it is enjoyable. Having your mind active for a long period of time, on one subject, can be very stressful. It is as important to know how to relax, as it is to know how to learn.

With this in mind, I will be providing you with a selection of web sites each week. Some of these are just for fun. Some you may find of particular relevance to this course. If you come across any sites you think might be of interest to other students, please share them with us, either through e-mail or at our Tuesday night meetings.

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When I began the design for Law 121E, the second course, I realized that some of the components of Law 111E worked very well, while others did not.

The weekly office hours were difficult for some of the students to attend, and some had trouble getting online because of computer problems and other difficulties. The discussion board postings were not a great success, as all of the students could view the others postings, leaving little room for original thought. The class ended up with a lot of "I agree with what _____ said".

The terminology component of each module was useful for the first course, but was not necessary as the students proceeded through each of the subsequent courses.

The difficulties set out above, were addressed in my design of Law 121E. Instead of weekly chats online and discussion board postings, we moved to

teleconferences, on an as-needed basis. These turned out to be very successful with positive feedback from all of the students. Students, who felt that the intermittent group contact was insufficient for their purposes, were encouraged to contact me by e-mail or telephone. This also received positive feedback from the students.

The course manual, I created for Law 121E, had more detail in it, eliminating some confusion for the students.

The Quiz component for this course was put online, allowing the students access throughout the course, so they could complete them when time allowed. I also incorporated an online grade book for this course. Students were very pleased with this as they had an ongoing record of their progress in the course.

Course Outline Law 231E

LAW 231E

REAL ESTATE III

Contents

Welcome

Course Rationale

Course Objective

Course Structure

Topics to be covered

Format to be followed

Required Text

Self-Directed Learning Activities

Readings - when appropriate

Evaluation

Coffee Break

Welcome Diana Gillespie - Your Instructor



I have now been your instructor for two real estate courses. My assumption is that you should be familiar with my style of real estate practice, my marking techniques and my expectations.

Students often tell me that I mark very hard, and I agree. I do this so students have some experience with what workplace expectations will be. The expectations placed on Paralegals are great and I am quite interested in helping each student develop to their fullest potential so they can be an asset to any firm they choose to work in.

The practice of real estate is quite repetitive. Once you understand the normal flow of a Seller or Buyer file, it is simply a matter of dealing with the little quirks that you

encounter on each new transaction.

This course is designed to enhance your knowledge of general real estate practice, while giving you experience with a variety of transactions.

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Course Rationale

As your instructor in Law 231E (Real Estate III), I am hopeful of assisting you to solidify the real estate knowledge you gained in Real Estate I and II. While continuing to discuss the various basic concepts that the practice of real estate entails, we will have the opportunity of creating real estate files using real-life scenarios based on a variety of transactions.

You will be expected to utilize the real estate terminology you have previously been introduced to when discussing course material and doing assignments, etc.

You will continue to have the opportunity of thinking critically through the introduction of scenarios, allowing you to gain a clear idea as to how documents are created and the processes needed to complete various real estate transactions.

As the instructor, I have EXPECTATIONS of us all:

I expect us to show development in our ability to think, analyze and evaluate. I expect us to be able to use appropriate terminology when discussing concepts for this course and when designing documents.

I expect professionalism, cooperation, reasonable effort, creativity and friendly consideration in debate and interactions. I expect all of us to respond with carefully chosen words with respect to cultures, ages, nations and backgrounds.

I expect all of us to read the materials, read any postings, respond - when necessary, keep up-to-date with assignments and to take Exams as scheduled.

I expect considerate "Netiquette" from all within all forums. WebCT is a vehicle through which we can have open discussions and extend our learning.

I expect you to notify me, by either e-mail or telephone, if personal or other circumstances arise, which may affect your performance in the course.

As this course does not have any online discussions, I do not anticipate having to monitor any student discussion. It should be noted however, that through WebCT, I do have access to all student interactions, with the exception of private e-mail.

I anticipate replying to any direct e-mail inquiries within 24 hours of receiving them, with the exception of weekends. As questions with respect to material covered in this course will more likely be on an individual basis, there will be no online office hours for this class. If you require my assistance, or just want to ask a question, please feel free to call my office at 403-342-3266 or e-mail me directly at diana.gillespie@rdc.ab.ca. I will attempt to reply to all messages the same day they are received.

There will be five (5) teleconference sessions in this class, one during the first week of classes and one at the beginning of each new file. The teleconferences will vary in length depending on the material to be covered. You will be notified one week in advance of the date and time of each teleconference.

I look forward to working with you on this course.

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COURSE OBJECTIVE

The student will have an opportunity to review some basic principles of real estate as well as do a thorough review of general real estate transactions. They will also be introduced to the sale and purchase of condominium properties and rural properties. Mortgage financing (new financing and assumptions) will be introduced into the simulation files, for the first time, allowing the student to gain hands-on experience with these aspects of a real estate transaction.

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COURSE STRUCTURE

This course will begin with a read of some review material with respect to various aspects of real estate practice. The students will be asked to do a practice quiz, which will be returned to the Instructor for comments only. There will be a teleconference towards the end of the first week of classes to discuss these materials and clear up any questions students might have. The course then moves into the development of a Buyer file. The Buyer side of a real estate transaction is the more difficult side to act on as there is more work and it can be a bit more complicated. A review of this material will greatly assist the student with this course. The Instructor and Students will complete this file, step-by-step, by teleconference, to ensure a high level of understanding on the part of the student. Students will note that the course manual contains the entire completed file. This file will be a review of the physical construction of a real estate file as well as a review of processes and documents required to complete a Buyer file. The only work to be done by the student, **for this file only** is organizational in nature.

During the course time frame, the students will be required to complete two on-line Quizzes, through WebCT. These two Quizzes will replace a mid-term examination for this course. Once completed the Quizzes will be marked by the Instructor and the students' marks will appear in the Grade book on WebCT.

This course will then move into the creation of a Seller residential file (**students will complete the Seller side**), a Buyer condominium file (**students will complete the Buyer side**) and a Buyer rural file (**students will complete the Buyer side**). At the beginning of each new file the students will participate in a teleconference session with the Instructor, to assist them getting started with each file.

This course is designed using a course manual created by the Instructor. The course material also makes reference to material contained in the "Residential Real Estate Transactions" Manual prepared by Grant MacEwan College (copyright 1995) and designed by Liam Smith, LL.M. with revisions provided by John A. Pavlus, B.A., LL.B. (**previously purchased**) The Grant MacEwan Manual material should be referred to through the course to assist the Students in refreshing their memory with respect to process and practice.

Final Exam

The Final Exam will be available over e-mail (**through the Students' Proctor**) the last week of the term. Students will need to advise the Instructor of the name and e-mail address of a Proctor, who will supervise the exam, approximately 2 weeks in advance of the Final Exam date. **The Instructor has final approval of all Proctors.** The Final Exam will be e-mailed to the Proctor on the date set for the student to write. The Proctor will have to mail the Exam to the instructor, by the required date. When looking for a Proctor, students need to enlist a teacher, employer, librarian, etc. In any case, the instructor prior to Exams must approve all Proctors.

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TOPICS TO BE COVERED

Review of general real estate practices
 Review of a real estate transaction from the Seller's perspective
 Review of a real estate transaction from the Buyer's perspective
 Introduction of Condominium properties practice
 Introduction of Rural properties practice
 Introduction of Mortgage financing

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FORMAT TO BE FOLLOWED

All Assignments, Files and Exams are to be mailed to the Instructor at the address set out below:

Diana Gillespie, Instructor
Law 231
Box 5005
Red Deer, Alberta T4N 5H5

OR

they may be e-mailed as a **WORD** attachment to my e-mail address at diana.gillespie@rdc.ab.ca

The learner will normally receive feedback within one week of receipt of the work by the Instructor.

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Required Text

Smith, Liam (1995). R. 1986 - 2000 by Pavlus, John A. Residential Real Estate Transactions. Grant MacEwan College: Edmonton - **previously purchased from Red Deer College Bookstore**

Law 231E Course Manual - purchased from Red Deer College Bookstore

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Self-Directed Learning Activities

Readings - assigned when appropriate

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Evaluation

Two Quizzes	10% (5% each)
Practice Buyer file	5%
Seller file (Rubble from Flintstone)	20%
Buyer condominium file	20%

Buyer rural file	20%
Final Exam	15%
Attendance at teleconferences	10% (2% each)

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Coffee Break

Learning is hard work, even if it is enjoyable. Having your mind active for a long period of time, on one subject, can be very stressful. It is as important to know how to relax, as it is to know how to learn.

With this in mind, I am hopeful we can all share some websites we may have found interesting. I will be e-mailing you sites periodically throughout the course and hope you will do the same for the whole class.

If you have an interesting site to share, please e-mail it to me at diana.gillespie@rdc.ab.ca and I will pass it along to the students.

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I have taught Law 231 in-class for the past six years. Because of my experience with this course, it was quite a lot easier to complete the design and development work.

The most time consuming part of this course was to decide how to break the course material into modules and to create the online class notes, which I had only delivered, prior to this point in time, by lecture format, in-class.

I was able to use the same course manual for the in-class and online course.

Teaching this course in-class and online, at the same time, created some interesting dilemmas. It was sometimes difficult to keep the students straight, as the online and in-class students often had different timelines for assignments. The

in-class students, when accessing me outside of the normal class time, had to become accustomed to advising me they were in-class students before asking for information.

This experience has benefited me in both environments. I have been able to fine-tune my course material, for both the in-class and the online courses, to make it more understandable for the students.

Course Outline Law 232E

LAW 232

REAL ESTATE IV

Contents

NEED TO INSERT CLASS TIMES, ETC.

Welcome

Course Rationale

Course Objective

Course Structure

Topics to be covered

Format to be followed

Required Text

Evaluation

Welcome

Diana Gillespie - Your Instructor



I have been instructing real estate classes at Red Deer College for seven years. My main goal in my teaching is to give my students as realistic an experience as possible. I believe that I have accomplished this goal through my partnership with a local law firm and the use of actual real estate files (with pertinent information altered, of course).

Students often tell me that I mark very hard, and I agree. I do this so students have some experience with what workplace expectations will be. The expectations placed on Paralegals are great and I am quite interested in helping each student develop to their fullest potential so they can be an asset to any firm they choose to work in.

The practice of real estate is quite repetitive. Once you understand the normal flow of a Seller or Buyer file, it is

simply a matter of dealing with the little quirks that you encounter on each new transaction.

This course is designed to give you confidence that you are ready to work in a general real estate practice, while giving you experience with a variety of transactions.

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Course Rationale

As your instructor in Law 232 (Real Estate IV), I am hopeful of you being confident that you can work effectively in a busy real estate practice when you leave the Program. While continuing to discuss the various basic concepts that the practice of real estate entails, we will have the opportunity of creating real estate files using real-life scenarios based on a variety of transactions.

You will be expected to learn a new software manual, Cakeware, which is a real estate database program. Cakesoft will provide training in this software over the Internet, the makers of the software. The students will then be required to complete two (2) of the five (5) files using this software manual.

You will continue to have the opportunity of thinking critically through the introduction of scenarios, allowing you to gain a clear idea as to how documents are created and the processes needed to complete various real estate transactions.

As the instructor, I have EXPECTATIONS of us all:

I expect us to show development in our ability to think, analyze and evaluate. I expect us to be able to use appropriate terminology when discussing concepts for this course and when designing documents.

I expect professionalism, cooperation, reasonable effort, creativity and friendly consideration in debate and interactions. I expect all of us to communicate with carefully chosen words with respect to cultures, ages, nations and backgrounds.

I expect all of us to keep up-to-date with assignments.

I expect you to notify me, by either e-mail or telephone, if personal or other circumstances arise, which may affect your performance in the course.

This class is basically designed as a self-directed learning opportunity with the Instructor as a facilitator. I anticipate that each student will work at his or her own pace through the course materials. A student will have the option of completing the course work early, if they so desire.

I look forward to working with you on this course.

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COURSE OBJECTIVE

The student will demonstrate the ability to work through general real estate transactions, using the Instructor as a facilitator only. The main objective of this course is to give the student confidence to leave the Program with the knowledge that they can work in a busy real estate practice.

The student will gain workable knowledge of Cakware, a real estate database program and use it to create files, which will be assigned in this course.

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COURSE STRUCTURE

This course will begin with training in Cakware, a real estate database program, which the students will be expected to learn and use in the creation of some of the course work. CakeSoft will provide training over the Internet at a specified date and time, the makers of the software.

The course involves the creation of five (5) real estate files. The student must complete the files in the order assigned. The files must be completed by the due date. Students may work ahead on the course material, if they so desire. All files must be completed prior to the end of the term.

This course is designed using a course manual created by the Instructor. The course material also makes reference to material contained in the "Residential Real Estate Transactions" Manual prepared by Grant MacEwan College (copyright 1995) and designed by Liam Smith, LL.M. with revisions provided by John A. Pavlus, B.A., LL.B. **(previously purchased)** The Grant MacEwan Manual material should be referred to through the course to assist the Students in refreshing their memory with respect to process and practice.

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TOPICS TO BE COVERED

Cakeware - a new software manual

Review of general real estate practice, as required by the students.

Five real estate files (from a variety of perspectives)

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FORMAT TO BE FOLLOWED

All files are to be delivered to the Instructor by the due date set when each file is assigned. *No late files will be accepted.*

The learner will normally receive feedback within one week of receipt of the work by the Instructor.

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Required Text

Smith, Liam (1995). R. 1986 - 2000 by Pavlus, John A. Residential Real Estate Transactions. Grant MacEwan College: Edmonton - **previously purchased from Red Deer College Bookstore**

Law 232 Course Manual - purchased from Red Deer College Bookstore

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Evaluation

Five files at 20% each for a total of 100%

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The design for Law 232E was much less difficult for me, having had the previous learning experiences from the other courses. The design took about one-half the amount of time as the first three courses. Also, as the students work their way through each of these courses, they gain more knowledge about the practice of real estate and need less one-on-one instruction. By the time the students reach this final course, the instructor becomes more of a facilitator rather than an instructor.

Students continue to participate in teleconferences, on an as-needed basis, throughout the term. They also have an online grade book available to them. The

other main difference in this course is that students usually work at their own pace, completing assignments as they are able to. Often students complete this course as much as one month early, depending on their level of knowledge and time commitment to the course material.

The course manual for this class is the same course manual used for the Law 232 in-class course.

Chapter 6

Future Directions and Implications After Study

This project has become a success for the Paralegal Program at Red Deer College. We have already had students from the Northwest Territories and from British Columbia enrolling in the classes. Our expectations are high as we look forward to serving all of the Canadian public.

There were some difficulties that arose from this course development. Law 111E was designed mainly for our students, but it was expected that some realtors, as well, might take the course towards their continuing education requirement. No realtors registered for the class. On reflection and further discussion with various realtors and the Real Estate Council of Alberta, it was determined that the reason for this was that realtors usually prefer shorter classes (each worth 3 credits) that take significant less time to complete.

I have redesigned this course and broken it into six separate distinct courses. These are being offered, to realtors, through the Extension Services Department of Red Deer College, beginning this September. I also anticipate that, in the future, there will be some interest from the general public for these courses, as they include topics such as, mortgages and realtor and lawyer's responsibilities in completing a real estate transaction. Individuals seeking to purchase a home for the first time or taking out a mortgage for the first time might be interested in the process involved, prior to undertaking these investments.

The other drawback that the online certificate is experiencing is that the classes are offered during the traditional College calendar timelines. We are

currently working towards moving to continuous enrollment, which will make all of the classes available to students at any time. This move will also mean that the classes will have to be taught by part-time instructors, who will be paid on a per student basis. Continuous faculty will no longer be able to fit these classes into their workload. This move will make the online certificate viable for Red Deer College.

This is a direction that I am not particularly pleased about. After all of my work over the past two years (approximately 300 – 400 hours) I have been told that it will be impossible for me to continue teaching the courses. I have grown to love this teaching environment and hoped to make it an on-going part of my teaching responsibilities.

My colleague and I have also been asked to continue to do up-dates for the online courses, on an on-going basis, in order that the part time instructors will only have to instruct the class, not do any preparation. It will be interesting to see how Red Deer College administration approaches us to deal with the workload issue surrounding this request.

This research has opened up the possibility of putting the whole two-year Paralegal Program online. We are now aware of the amount of work it will take to accomplish this. The Question remains, is it beneficial to do so?

The faculty, teaching in the Paralegal Program, are also researching the possibility of adding a Bachelor of Arts Degree in Paralegal Studies. The initial intent, at this point in time, is to design this Degree for in-class studies. The

possibility of designing this Degree for online delivery would be a first for paralegal studies in Canada.

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Appendix A

Student Survey

The purpose of this study is to measure the differences in student success in courses taught in a traditional classroom setting compared to courses taught in an online environment. Students surveyed will be from one on campus class at Red Deer College and two online classes taught by Red Deer College instructors.

The Survey is being administered to one on campus class and two online classes. The on campus class will be asked to complete the Survey during the first 10 minutes of a class time, with their Instructor reading the top portion of the Survey Instrument to the students, prior to handing out the Consent form and Survey Tool to each student. If a student chooses not to participate in the Survey it is suggested that they doodle on the form to alleviate any pressure from other students, should they not wish to participate. Once all of the students have completed the Survey Tool, they will insert it in the plain brown envelope provided and hand the envelope back to their Instructor. This process will ensure anonymity for the students.

The online students will be provided the Survey Tool and Consent Form via e-mail. If they choose to participate in the Survey they will be asked to e-mail the completed forms to Lorrie Morris, Administrative Assistant at Red Deer College. Her e-mail address is lorrie.morris@rdc.ab.ca Lorrie will then cut off the students e-mail identity and return the completed Consent Forms and Survey Tools to the researcher. This process will ensure anonymity for the students.

For any information that you provide, confidentiality is assured and the results will be reported anonymously. Your participation in this study is voluntary and you may choose not to answer any or all of the questions provided; however, your opinions are of great interest to us and your participation is important to the success of this study.

The data gathered from this Survey will be used to determine if there are differences in success rates between students taking classes on-campus and students taking classes online. It may also be used by the faculty of the Legal Assistant Program at Red Deer College to determine how many courses should be prepared for online delivery.

The data gathered will be stored in the Researcher's private office, in a locked cabinet, and will be put into the confidential shredding disposal system at Red Deer College, upon the expiration of five (5) years from the date of administration of the Survey.

For your information, this Survey is being conducted under the Guidelines of the Freedom of Information and Privacy Protection Act. If you have any questions

about this Act you can contact Nick Kooman who is the Freedom of Information Coordinator at Red Deer College at (403) 342-3181.

If you have any questions about the Survey you may contact, Cathy Campbell, Ph.D., Chair Human Subject Committee, Faculty of Education, University of Lethbridge at 403-329-2459 or Leah Fowler, Ph.D., Masters Supervisor, University of Lethbridge at 403-329-2457.

If you wish to inquire about the results of the Survey, please contact the Researcher, Diana Gillespie at (403) 342-3266.

If you do not understand a question or do not have an opinion on an item please leave it blank.

- #1 What is the name of the course you are registered in:
- a. Law 121 (in-class) _____
 - b. Law 121E (online) _____
 - c. Other _____ (state course name and number)

What level of training/education have you had prior to taking this course?

- a. some high school _____
- b. completed high school _____
- c. any postsecondary education _____
- d. other (please specify) _____

- #2 a. Why did you choose to take this course online?

- b. Why did you choose to take this course on campus?

- #3 a. Briefly describe your very first day of class. Please indicate what you found particularly helpful in this first class that increased your chances of success in this course.

- b. In your opinion, please indicate what else the instructor or Red Deer College could have done to help you better prepare for the course.

#4 a. If you were enrolled in the in-class course, did you attend classes on:

a regular basis _____
 infrequently _____
 almost never _____

b. If you were enrolled in the online course, did you attend office hours on:

a regular basis _____
 infrequently _____
 almost never _____

#5 Did you do your weekly assignments:

immediately after given _____
 sometime during the week _____
 just prior to it being due _____
 other (please specify) _____

#6 Did you ever ask for an extension on an Assignment?

a. Yes _____
 b. No _____

#7 Did you complete your weekly readings:

immediately after assigned _____
 sometime during the week _____
 just prior to the next class _____
 other (please specify) _____

#8 Were you able to do your weekly assignments, without additional assistance from the instructor, after normal classroom hours?

a. Yes _____
 b. No _____

#9. Did you find that the instructor's explanations of various concepts (ie. Statements of Claim) helped you to successfully complete your assignments?

a. Yes _____
 b. No _____

- #10 How many times a week did you access the instructor for extra help?
- never _____
0 – 5 times _____
5 or more times _____
- #11 Did you find the workload for this course manageable?
- a. Yes _____
b. No _____
- #12 What changes would you recommend, to either the curriculum or delivery method of this course, which you feel would be of benefit to other students?
- #13 a. If enrolled in the on-campus course, would you recommend this course to other people?
- Yes _____
No _____
- b. If enrolled in the online course, would you recommend this course to other people?
- Yes _____
No _____
- #14 Were you satisfied with your training/education received in this class?
- a. Yes _____
b. No _____
- #15 Please indicate what else you could have done to facilitate your training/education in this course?

Appendix B

CONSENT FORM

Name of Research Project:

**ONLINE PARALEGAL EDUCATION:
A CASE STUDY OF CURRICULUM DESIGN, DEVELOPMENT AND
IMPLEMENTATION**

Name of Investigator: **Diana Gillespie**

I have read the introduction on the Survey Tool and understand the contents therein.

I agree to participate in this study by completing the Student Survey Tool.

Signature of Student

Date

Appendix C

MODULE 1 ADDITIONAL NOTES**History of Land Ownership**

1. Our concept comes from the common law of England.
2. Feudal system consists of King at top that owns all land, although only a small part is in the Crown's possession.
3. All land not occupied by the Crown is occupied by tenants holding from the Crown.
4. After the Norman Conquest, William regarded all of England as his.
5. To reward his followers, he granted lands not as an outright transfer, but on conditions: The followers had to swear loyalty, provide armed horseman, etc.
6. The person who received the grant from the King would re-grant on conditions and so on, with a standardized system of services owed developing. The Lord was also entitled to a variety of payments, had the right to impose fines, and had the right of escheat (replaced by Ultimate Heir Act) and forfeiture.
7. Society was based on landholding for service and most people owed service.
8. Land could be held for different lengths, known as estates, i.e.: fee simple, life estate, fee tail (property could only be passed to lineal descendants, capable of inheriting).
9. Also a distinction between free and unfree tenancies, with the latter subject to much more onerous services. These are the people at the bottom of the pyramid and tied to a particular area.
10. The Plague ended feudalism as the demand for labour allowed mobility and choice for those at the bottom. To obtain labour, rent replaced services and the tenant paid rent.
11. Gradually the right to dispose of property without the Lord's consent was obtained.
12. By 1660 feudalism was virtually ended, although not officially in England until 1926.

13. Land is now held in Freehold, meaning no feudal services apply or leasehold. The only two estates that survive are Fee Simple and Life Estate. Both include the right to sell and to leave by will.

Joint Ownership

1. **Tenants in Common**
 - i. unequal ownership
 - ii. no right of survivorship

2. **Joint Tenants**
(see course package – Module 1 for Canadian Lawyers' Insurance Association bulletin #122)
 - i. right of survivorship
 - ii. equal ownership
 - iii. Law of Property Act (see course package – Module 1)
 - iv. Survivorship Act (see course package – Module 1)
 - v. Four unities – time, title, possession, interest
 - vi. Affidavit of surviving joint tenant
 - vii. Severing

Mineral Rights

1. All of Alberta owned by Hudson's Bay Company from 1670.
2. Transferred to Canada in 1870, except for 1/20, called the fertile belt.
3. Federal grants of land to settlers until 1887, included mineral rights.
4. In 1930 federal government transferred all land it owned in Alberta to the provincial government.
5. Alberta now leases but does not sell mineral rights. A separate title for mineral rights is now created.

Condominiums

1. Type of ownership that can apply to all types of housing.
2. Person owns individual unit as well as share of common property as tenants in common with all other owners.

3. Own inside of wall in.
4. Unit factor of 10,000 – common property is based on 10,000 shares
- each Unit has an assigned number of shares based on its physical size
5. A Condominium Corporation runs project; all unit owners are shareholders, Condominium By-laws governing project, i.e. Pets, boarders.
6. Condominium fees apply to cover up-keep of common areas, insurance, reserve fund, sometimes utilities.
7. Two types of insurance – Master coverage on whole complex
- each Unit holder should also have coverage on the inside of his or her own Unit
8. Parking lot – either exclusive possession or part of the title.
9. Estoppel Certificate – status of Condominium Corporation, actions against Condominium Corporation, Condominium Fees, Reserve Fund.

Dower Act

1. Dower Act (**see course package – Module 1**)
2. Purpose of the Act – protect a non-owning spouse
- been largely replaced by MPA and FRA
3. Life estate and disposition
4. Matrimonial Property Act and Family Relief Act
5. Requirements on Transfer and Mortgage

Appendix D

MODULE 1 – Terminology List

Condominium ownership exists where there is a division of real property into units to be individually owned as well as parts of which are to be owned in common by the owners of the individual units. This type of ownership is governed by the *Condominium Property Act, R.S.A. 1980, c. C-22*.

Co-ownership of land exists when land is owned by two or more individuals either as joint tenants or tenants in common.

Easements are rights acquired by one person from another person permitting the use of that other person's land such as a right-of-way.

Fee Simple is the largest bundle of rights an individual can have in a piece of property.

Fee Tail A lesser (lesser than fee simple) freehold estate, which arises from a grant to a person and heirs, limited to the grantees own issue.

Fixtures are non-moveable objects that are attached and affixed to the land.

Joint tenancy can only exist if the co-owners acquire the same interest, in the piece of land, at the same time under the same instrument, right of survivorship applies.

Land means:

1. surface of the land;
2. column of air above the land;
3. anything which is firmly attached to the surface of the land such as houses or buildings, trees and plants growing on the land; and
4. portion beneath the surface to the center of the earth including the mines and minerals therein.

Leasehold Estate is an estate held by an individual other than the owner of the fee simple estate, which involves the right as the owner to exclusive possession of the land for the term of the lease in return for payment.

Life Estate is an estate held by an individual other than the owner of the fee simple estate for the life of a particular lifetime.

Restrictive covenants are covenants restricting the use of certain land for the benefit of another land.

Tenancy in Common exists if the co-owners hold equal or unequal shares in the land and the rule of survivorship does not apply.

Appendix E

Law 111E**TABLE OF CONTENTS**

Section one	Let's get going Typical Real Estate Transaction
Section two	Module 1 Practice Assignment Template Law of Property Act S. 5 and 5 Law of Property Act S. 41 Survivorship Act S. 1 Ultimate Heir Act S. 2 and 4 Loss Prevention Bulletin #122
Section three	Module 2 Newspaper article - There was once a lawyer from New Orleans
Section four	Module 3 Dower Act
Section five	Module 4 Real Estate Purchase Contract (blank) (with Schedule attached) Instructions to prepare Contract
Section six	Module 5 No additional documents
Section seven	Module 6 Seller Checklist Buyer Checklist
Section eight	Module 7 Sample letter from City of Red Deer with attachments re: tax search information
Section nine	Module 8 Template for Statement of Adjustments form Blank Statements of Adjustments forms Additional assignments

Section ten	Module 9 Additional assignments Typical Subdivision Plan - legal description Basic Surveys in Alberta Metes-and-Bounds description Transfer of Land precedent - single unmarried owner Transfer of Land precedent - single married owner - non-resident spouse
Section eleven	Module 10 Mortgage precedent Long mortgage form Fair Trading Act S. 60, 62, 63 and 64 Additional assignments Sample CMHC - Purchaser's Acknowledgement Amortization chart for mortgage interest rates
Section twelve	Module 11 Sample cash-to- mortgage trust letter

Appendix F

Law 121E**TABLE OF CONTENTS**

Section one Seller file example

Section two Buyer file example

Section three Seller file contents

Section four Buyer file contents

Section five Precedents:

Seller documents
Buyer documents
Seller/Buyer documents

Appendix G

G & C REALTY COMPANY

4816 - 67 Street
Red Deer, Alberta
T7C 4M8
Bus. (403) 340-9000
Fax. (403) 340-9001

February 2, 2001

DELIVERED

ATTENTION J R TISDALE
TISDALE & HOLT
BARRISTERS & SOLICITORS
16 PARKWAY AVENUE
RED DEER AB T4N 3C7

Dear Sir:

**Re: Flynn sale to Ferch
60 Dawson St., Red Deer, AB**

We enclose herein Real Estate Purchase Contract with respect to the above-noted matter and would advise that you have been asked to act for Mr. Flynn.

We are holding the \$10,000.00 deposit on this purchase. We would confirm that the commission payable on this sale is \$9,765.00 (7%) and we will be forwarding the balance of \$235.00 to you upon request.

If you have any questions, please do not hesitate to contact the writer.

Yours truly,

Don Williams

DW/dg
Encl.

Appendix H

GRUMP & JOLLY
Barristers & Solicitors
271 Big Settlement Lane
Red Deer, AB T4N 6C9

Telephone: 342-2000

Fax: 342-200

February 22, 2001

VIA FAX

Tisdale & Holt
Barristers & Solicitors
16 Parkway Avenue
Red Deer, AB
T4N 3C7

ATTENTION J.R. TISDALE

Dear Sir:

**Re: Ferch from Flynn
60 Dawson St., Red Deer, AB**

Please be advised that our clients wish to take title as follows:

**WAYNE FERCH and DEBBIE FERCH,
MAILING ADDRESS: 60 DAWSON STREET
RED DEER, ALBERTA, T4N 6C1
AS JOINT TENANTS**

We look forward to receipt of your conveyancing documents in due course.

GRUMP & JOLLY

Per: H.E. Grump

HEG/dg

Appendix I

TISDALE & HOLT
Barristers & Solicitors
16 Parkway Avenue
Red Deer, AB T4N 3C7

Telephone: 341-8947

Fax: 341-8941

Our file: 21 -100JR

March 10, 2001

Grump & Jolly
Barristers & Solicitors
271 Big Settlement Lane
Red Deer, AB T4N 6C9

Attention: H.E. Grump, Q.C.

Dear Sir:

**Re: FLYNN to FERCH
60 DAWSON ST., RED DEER, AB**

With respect to the above noted transaction, enclosed please find the following documents:

1. Transfer of Land;
2. Statement of Adjustments;
3. Certificate of Exempt Supply;
4. Real Property Report with Compliance;
5. Caveat re: Unpaid Sellers' Lien;
6. Our general cheque in the sum of \$15.00 for the registration of the enclosed Caveat.

These documents are forwarded to you on the following trust conditions:

1. That prior to the use of the attached documents you will:
 - (a) have in your trust account the difference between your client's anticipated mortgage proceeds and the cash to close plus any interest you anticipate may have to be paid pursuant to the following trust conditions (the cash shortfall);
 - (b) have your clients execute and deliver to you a Transfer in registerable form in favour of our clients (Transfer Back), a Tenancy-At-Will stating that the Buyers have within 48 hours notice given by the Sellers to vacate the premises and a Covenant to Restore Title.
2. That on or before the closing date, you will submit to the appropriate Land Titles Office the enclosed Unpaid Sellers' Lien Caveat, Transfer of Land and any new Mortgage being placed by your client in this order concurrently without intervening registration.
3. That you will forthwith on the closing date pay to us unconditionally:
 - (a) the entire cash to close; and
 - (b) interest on the entire cash to close at the rate of the Province of Alberta Treasury Branches prime plus 3% from the closing date or possession date (whichever date is earlier) until funds are received by us;

Please note that interest is calculated on the entire cash to close to the date we receive unconditional payment. You are not to forward the shortfall to us until you are in a position to forward the closing amount in its entirety.

4. If we have not unconditionally received the closing amount plus interest (if any) within 7 days from the closing date, then:
 - (a) you will use your best efforts to have your clients vacate the premises forthwith in accordance with the Tenancy-At-Will;
 - (b) you will return the said documentation forthwith or, in the alternative;

- (c) upon our written instructions to you, you will use your best efforts to register a Transfer Back such that title to the subject property will be restored to our clients free and clear of all encumbrances, with the exception of those which existed on the date the Real Estate Purchase Contract was executed by our clients, and any others which the Sellers may have caused to be registered subsequently, the cost of restoring title to the Sellers to be borne solely by the Buyers;
- (d) in the further alternative, if you are unable to retransfer title as aforesaid, then our clients will rely on their legal rights and remedies pursuant to the Unpaid Sellers' Lien Caveat, and the Buyers shall be responsible for all costs and expenses incurred by our clients, including but not restricted to legal costs on a solicitor/client basis, such costs and expenses to be paid from the monies held by you to the credit of this transaction;

5. For the purpose of calculating interest, funds received after 12:00 o'clock noon will be deemed to have been received on the next usual banking day.

6. Notwithstanding the extension herein granted, time is and continues to be of the essence.

Once we have received the cash to close and any interest, we undertake to register the Discharge of Mortgage by Kache Mortgage Corporation as well as the Unpaid Seller's Lien Caveat. **Kindly provide our office with the registration date and instrument number of the Caveat.**

If you anticipate that these trust conditions will cause you any difficulty, we would ask that upon receipt of the accompanying letter, you immediately contact the writer.

Yours truly,

J.R. TISDALE

Appendix J

CHECKLIST (SELLER)

NAME OF CLIENT: _____
PRESENT ADDRESS: _____
FUTURE ADDRESS: _____
TELEPHONE: BUS. _____ HOME: _____
PROPERTY DESCRIPTION: _____ MUNICIPAL: _____

COMPLETION DATE: _____

BUYERS NAMES: _____
SOLICITOR: _____

PHONE: _____ FAX: _____
REAL ESTATE AGENT: _____
ADDRESS: _____
PHONE: _____ FAX: _____

CHECKLIST FOR SELLER	REQUIRED YES/NO	DATE ORDERED	DATE RECEIVED
Check Real Estate Purchase Contract			
Acknowledgment to Seller			
Acknowledgment to Real Estate Agent			
Tax search Amount: Paid/Unpaid Arrears:			
Title search Order copies of instruments: If condo. order condo. plan and condo. additional sheet			
Order payout/assumption			
Request Buyer's description			
If condo. request condo. documents from condo. corp. if not attached to Offer			
If rental property, obtain names of tenants, rental amount, amount of damage deposit, date of d.d., and rental agreements			
Prepare Unpaid Seller's Lien Caveat (and Discharge)			
Prepare Transfer, Statement of Adjustments, Certificate of Exempt Supply, Direction to Pay, estimated account and estimated net sale proceeds (Additional documents may be: Conflict Letter, Assignment of Sale Proceeds, Mortgage Back, GST Form, etc.)			
Phone client re: appointment (bring corporate seal, etc. if necessary)			
Prepare trust letter and forward with enclosures			
Receive cash to close			
Contact realtor to release keys			
Payout existing encumbrances			
Payout real estate commissions			
Payout and report to client			
Discharge Unpaid Seller's Lien Caveat			
Receive discharge(s) and register at LTO			
Send final CCT to Buyer's sol.			

DISBURSEMENTS/OTHER CHARGES:

Searches	
LTO registration charges	
Fax charges	
Photocopying charges	
Postage	
Other	

Appendix K

**A.L.T.A.
NORTH ALBERTA LAND REGISTRATION DISTRICT**

SEARCH DATE: 02/08/2001

LINC	SHORT LEGAL	TITLE NO.
0015 857 273	L7, B3,PI2697491	782 847 665

LEGAL DESCRIPTION:

**PLAN 2697491
BLOCK 3
LOT 7
EXCEPTING THEREOUT ALL MINES AND MINERALS**

ESTATE: FEE SIMPLE

MUNICIPALITY: CITY OF RED DEER

REGISTRATION	DATE	DOCUMENT TYPE	VALUE
782 847 764	15/03/1991	TRANSFER OF LAND	\$98,000.00

REGISTERED OWNERS:

**JOE FLYNN
MAILING ADDRESS:
60 DAWSON STREET
RED DEER AB T4N 6C1**

ENCUMBRANCES, LIENS & INTERESTS

REGISTRATION NUMBER	DATE (DMY)	PARTICULARS
752 005 551	02/05/1991	UTILITY RIGHT OF WAY GRANTEE: NORTHWESTERN UTILITIES LIMITED
893 005 651	01/08/1993	MORTGAGE KACHE FINANCING COMPANY \$95,000.00

TOTAL INSTRUMENTS: 001 *END OF SEARCH 02/08/2001* SR# -B323723
TOTAL SR FEES: \$5.00

Appendix L

THE CITY OF RED DEER

TAXATION DEPARTMENT

Box 5008 Red Deer AB. T4N 3T4
Phone: 342-8126

Your File: 21 – 100
Caller: You
Account: B22498

FEE SCHEDULE:
TAX CERTIFICATE \$0.00
TAX SEARCH 8.00
ASSESS. SEARCH 0.00

TO: Tisdale & Holt
16 Parkway Avenue
Red Deer, Alberta T4N 3C7

TC	0.00
TS	8.00
<u>AS</u>	<u>0.00</u>
TOTAL FEE:	8.00

DATE: February 11, 2001

TAX SEARCH ADVICE

LEGAL DESCRIPTION: Lot 7, Block 3, Plan 2697491

REGISTERED OWNER: JOE FLYNN
60 Dawson Street
Red Deer, Alberta
T4N 6C1

ROLL
NUMBER: 16-2-2098

TAX LEVY:	1,435.00	ASSESSMENT:	LAND:	6234234
CURRENT:	1,435.00			
ARREARS:	0.00			
BALANCE OWING:	1,435.00			
YEAR OF CONSTRUCTION:	1990			
BUILDING AREA:				

KACHE FINANCING COMPANY

1312 Ross Street
Red Deer, Alberta
T4N 7H8

MORTGAGE STATEMENT FOR PAYOUT PURPOSES

Mortgage Loan Number: 393622908

STATEMENT AS OF April 15, 2001		X	NHA	CONV.	INTEREST RATE 8.750%
NAME OF PROPERTY OWNERS:			PROPERTY ADDRESS:		
JOE FLYNN			60 Dawson St. Red Deer, AB T4N 6C1		
DUE DATE OF LAST PAYMENT 1 APRIL 2001			PRESENT MONTHLY PAYMENT INFORMATION		
			Principal and interest		\$660.00
			Taxes		
			TOTAL:		\$660.00

PRINCIPAL BALANCE WITH INTEREST TO 1 APRIL 2001	\$77,442.91
INTEREST ACCRUING TO 15 APRIL 2001	<u>611.14</u>
PRINCIPAL AND INTEREST AS OF 15 APRIL 2001	\$78,054.05

SUBTOTAL	\$78,054.05
INTEREST PENALTY	0.00
FEE FOR EXECUTION OF DISCHARGE/TRANSFER DOCUMENTS	<u>0.00</u>
TOTAL BALANCE OF AS OF EFFECTIVE DATE 15 APRIL 2001	\$78,054.05

This quotation assumes all payments due to and including the payment due on 1 April, 2001 are paid on the due date.

If statement is for discharge purposes, additional interest will be charged if the amount indicated is not received by the above Branch on or before the Effective Date.

If statement is for assumption purposes, please complete reverse side of statement and mail to above Branch on completion of sale transaction.

Comments, if any:

Payments quoted do not include life/disability insurance premium (if applicable)

STATUS DATE OF ISSUE	15 April 2001
NUMBER OF PAYMENTS IN ARREARS	ZERO
MATURITY DATE	JUNE 1, 2001
PORTION OF MORTGAGE NOT ADVANCED	\$0.00
PER DIEM INTEREST	\$16.24

THIS STATEMENT IS ISSUED SUBJECT TO ERRORS AND OMISSIONS. ADJUSTMENTS WILL BE NECESSARY IF ANY ENTRIES ARE REVERSED OR IF TAXES AND/OR SUNDRY ITEMS ARE PAID. TAXES SHOULD BE VERIFIED WITH APPROPRIATE MUNICIPALITY.

CHECKED BY:	APPROVED BY:	CONFIRMED BY:
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Appendix N

TRANSFER OF LAND

I, JOE FLYNN

MAILING ADDRESS: 60 DAWSON STREET

RED DEER, ALBERTA, T4N 6C1

being registered owners of an estate in fee simple subject to registered encumbrances, liens and interests, if any, in all that piece of land described as follows:

PLAN 2697491

BLOCK 3

LOT 7

EXCEPTING THEREOUT ALL MINES AND MINERALS

do hereby, in consideration of the sum of **ONE HUNDRED AND THIRTY NINE THOUSAND FIVE HUNDRED (\$139,500.00) DOLLARS** paid to us by:

WAYNE FERCH and DEBBIE FERCH

MAILING ADDRESS: 60 DAWSON STREET

RED DEER, ALBERTA T4N 6C1

AS JOINT TENANTS

hereinafter called the "Transferees", the receipt of which sum I hereby acknowledge, transfer to the said Transferees all my estate and interest in the piece of land.

IN WITNESS WHEREOF I have hereunto subscribed my name this _____ day of **February**, A.D. 2001.

Signed by the said Transferor)

Joe Flynn in the presence of:)

_____)
JOE FLYNN

Witness

DOWER ACT AFFIDAVIT

I, JOE FLYNN, of the City of Red Deer, in the Province of Alberta, Businessman, MAKE OATH AND SAY:

1. THAT I am the Transferor named in the within instrument and I am not married.

SWORN BEFORE ME at the City)

of Red Deer, in the Province of)

Alberta, this day of February,)

A.D. 2001)

Joe Flynn

A Commissioner for Oaths in and for
the Province of Alberta

AFFIDAVIT RE VALUE OF LAND

CANADA) I , of the
) of ,
 PROVINCE OF ALBERTA) in the Province of Alberta,
 TO WIT:) MAKE OATH AND SAY:

1. I am (one of) the Transferee(s) (or agent of the Transferees) named in the within or annexed transfer and I know the lands therein described.
2. I know the circumstances of the transfer and true consideration paid by me (us) (the Transferee(s) is as follows:
3. The Transferors named in the transfer are the persons from whom I (we) (the Transferees) acquired the land.
4. The present value of the land in my opinion, is \$

SWORN BEFORE ME at the City)
 Red Deer, in the Province of Alberta,))
 this ___ day of February, A.D. 2001.) _____

_____)
 A COMMISSIONER FOR OATHS IN AND
 FOR THE PROVINCE OF ALBERTA

DATED: February 2001

BETWEEN:

JOE FLYNN

Seller

- and -

WAYNE FERCH and DEBBIE FERCH

Buyers

TRANSFER OF LAND

Tisdale & Holt
Barristers & Solicitors
16 Parkway Avenue
Red Deer, AB
T4N 3C7
File: 21 -100JRT

Appendix O

LAND TITLES ACT

CAVEAT FORBIDDING REGISTRATION

Form 26, Section 130

TO THE REGISTRAR OF THE NORTH ALBERTA LAND REGISTRATION DISTRICT:

TAKE NOTICE THAT JOE FLYNN, of the City of Red Deer, in the Province of Alberta, claims an interest as Unpaid Seller of and in the hereinafter described lands and premises under and by virtue of an Offer to Purchase made in writing between JOE FLYNN as Seller, and WAYNE FERCH and DEBBIE FERCH as Buyers, dated the 1st day of February, A.D. 2001, in:

PLAN 2697491
BLOCK 3
LOT 7
EXCEPTING THEREOUT ALL MINES AND MINERALS

being lands described in Certificate of Title Number 782 847 665 standing in the Register in the name of JOE FLYNN and he forbids the registration of any person as transferee or owner of, or of any instrument affecting that estate or interest, unless the Certificate of Title is expressed to be subject to his claim.

JOE FLYNN designates the following address as the place at which notices and proceedings relating hereto may be served:

c/o TISDALE & HOLT
BARRISTERS & SOLICITORS
16 Parkway Avenue
RED DEER, ALBERTA
T4N 3C7

DATED at the City of Red Deer, in the Province of Alberta, this day of February, 2001.

By His Agent and Solicitor
TISDALE & HOLT

J.R. TISDALE

CANADA
PROVINCE OF ALBERTA
TO WIT:

I, J.R. TISDALE, of the City of Red Deer, in the Province of Alberta, Lawyer,
MAKE OATH AND SAY:

- 1. THAT I am the Agent for the above-named Caveator.

- 2. THAT I believe that the said Caveator has a good and valid claim upon the said lands, and I say that this Caveat is not being filed for the purpose of delaying or embarrassing any person interested in or proposing to deal with it.

SWORN BEFORE ME at the City of :
 Red Deer, in the Province of :
 Alberta, this day of :
 February, A.D. 2001. :
 :
 : J.R. Tisdale

A COMMISSIONER FOR OATHS IN :
 AND FOR THE PROVINCE OF ALBERTA :

DATED: February 2001

BETWEEN:

JOE FLYNN

- and -

WAYNE FERCH and DEBBIE FERCH

CAVEAT

TISDALE & HOLT
Barristers & Solicitors
16 Parkway Avenue
Red Deer, Alberta
T4N 3C7

File: 21-100JRT

Appendix P

DIRECTION TO PAY

TO: Tisdale & Holt
Barristers & Solicitors
16 Parkway Avenue
Red Deer, Alberta T4N 3C7

Dear Sir/Madam:

Kindly disburse the cash to close as follows:

Wherever required an amount sufficient to pay all taxes, municipal and local improvements levied against the lands;

An amount sufficient to pay all mortgages, liens, claims, or encumbrances registered against the title, including **KACHE MORTGAGE COMPANY**;

An amount sufficient to satisfy all legal fees and disbursements in the approximate sum of **\$450.00** payable to Tisdale & Holt in connection with the preparation and execution documents, the perfecting of the title, and the advancing of the monies;

AND the balance to myself.

AND FOR SO DOING, THIS SHALL BE YOUR SUFFICIENT RECEIPT AND AUTHORITY.

DATED at the City of Red Deer, in the Province of Alberta, this day of March, 2001.

Joe Flynn

Witness

Appendix Q

STATEMENT OF ADJUSTMENTS

SELLER: JOE FLYNN
 BUYERS: WAYNE FERCH and DEBBIE FERCH
 LEGAL DESCRIPTION: Lot 7, Block 3, Plan 2697491
 ADJUSTMENT/POSSESSION DATE: May 1, 2001

	CREDIT TO BUYERS	CREDIT TO SELLER
Sale Price:		\$139,500.00
Deposit Paid:	\$ 10,000.00	
Tax Adjustment \$1,435.00 x 121/365 days	475.71	
CASH TO CLOSE:	<u>\$129,024.29</u>	
	<u>\$139,500.00</u>	<u>\$139,500.00</u>

TISDALE & HOLT

Per:
J.R. Tisdale

This Statement has been prepared based upon information provided to us and believed to be correct. However, its accuracy is not guaranteed. Any adjustments not contained in this statement are to be made directly between the Seller and the Buyers.

When the Buyers receive a tax credit the Buyers will then be responsible for payment of the full amount of the taxes for the current year and are advised to check with the municipal taxing authority to ensure that a tax notice or copy is received.

Unless otherwise expressly provided in writing, the parties to the transaction shall adjust utilities, accounts and like services themselves. The parties shall arrange for their own insurance or assignment of existing policy.

Appendix R

**STATEMENT OF TRUST MONIES
RECEIVED AND DISBURSED**

To: Joe Flynn

Re: Sale to Ferch, Wayne and Debbie

Received:

- from G & C Realty		
Excess of deposit after commission		235.00
- from Grump & Jolly		
Cash to close		129,024.29

Disbursed:

- to Kache Mortgage Corporation	78,313.89	
- to Statement of Account	452.17	
- to Seller	50,493.23	
	\$129,259.29	\$129,259.29

Appendix S

TISDALE & HOLT
BARRISTERS & SOLICITORS

G.S.T. # R100000901
FILE: 21 -100JRT

STATEMENT OF ACCOUNT

May 1, 2001

Joe Flynn
60 Dawson St
Red Deer, AB T4N 6C1

Re: Your Sale to Ferch, Wayne and Debbie

TO ALL OUR PROFESSIONAL SERVICES RENDERED with respect to acting on your behalf including any or all of the following usual matters:

TO receipt of Real Estate Purchase Contract and reviewing same;

TO conduct Land Titles and Tax searches;

TO preparation of all necessary documents;

TO attendance on execution of documents;

TO forwarding trust letter and all documents to Buyer's solicitor;

TO all correspondence necessary hereto;

TO all other matters herein:

OUR FEE:	\$350.00	
G.S.T.:	<u>24.50</u>	
TOTAL FEES HEREIN:		\$374.50

TOTAL CARRIED FORWARD **374.50**

TO DISBURSEMENTS:

TO paid Land Titles-searches:	\$5.00*
TO paid Land Titles to register Caveat & discharge	29.00*
TO paid Tax Search/Certificate:	8.00*
TO paid Courier:	3.75
TO paid Postage:	1.92
TO paid for photocopies	15.00
TO paid fax charges	15.00

TO paid GST:	<u>2.85</u>
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TOTAL DISBURSEMENTS:		<u>77.67</u>
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OUR ACCOUNT HEREIN:		\$452.17
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Paid from funds in trust:		<u>\$452.17</u>
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BALANCE DUE AND OWING:		<u>\$ 0.00</u>
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TISDALE & HOLT

Per:

J.R. Tisdale

JRT/dg

* GST exempt

Appendix U

**LAW 232
COURSE PACKAGE****TABLE OF CONTENTS**

Section A	Sample letterhead
	Course Outline
Section B	
Unit 1	Buyer File Simpson, Hector purchase from Johnson, Sandra
Unit 2	Buyer File Fleury, John and Mary purchase from Pickles, Janet
Unit 3	Seller File Simpson, Homer sale to Fender, Freddie and Conswalia
Unit 4	Seller file Cardwell, Fred and Ruth sale to McCloy, Jim