

Avon Maitland District School Board: 2014 - 2015

Project Title	Next Generation Learning: 1:1 Device Initiative
Description	<p>The project seeks to have enhanced, ubiquitous technology in the hands of Intermediate students and staff across the District to support implementation of our District Strategic Plan and to transform teaching and learning environments.</p> <p>The NGL initiative was launched for Intermediate students to begin building a mobile environment that supports the development of our Student Outcomes of creativity, communication, critical thinking, collaboration and problem solving and to support the creation of positive and inclusive learning environments.</p> <p>Students became engaged in the content in powerful ways. Teachers began changing their practices to accommodate the changes in students. Everyone discovered new ways to express themselves through digital means. Initial evaluations documented student improvements in their attitudes towards school and in their evaluations of themselves as learners. The initiative now included teachers and students from across the entire Board. Our infrastructure was also put in place in the same short time span. Five years became 15 months.</p>
Context	<p><i>Number of students: 2200</i></p> <p><i>Number of teachers: 138</i></p> <p><i>Number of schools: 22</i></p> <p><i>Grades/Program: Grades 7-9</i></p>
Impact on Students	<p>Students are aware of and embrace the changes in the learning process and note that these processes have become more collaborative and creative. Reactions to these changes are mostly framed in a positive way with students citing increased access to information and better communication with and feedback from teachers as important benefits.</p> <p>Students recognize that iPads do not need to be used to the exclusion of all other modes of learning. They believe that there sometimes should be a choice in terms of using or not using the iPad in order to best support their learning on particular tasks or subjects. Although work is completed differently in many classrooms, this shift has not led students to feel there is more work, just different work. Students acknowledge that the mechanism for producing and submitting work has shifted. Yet, they describe this shift very positively, citing that it is easier for them to stay on track, to submit work when they are absent and to access resources they need for their assignments.</p> <p>Based on data from multiple sources, it is clear that students do require further support and skill development in order to effectively and efficiently adjust to this additional mode of learning.</p>
Impact on Instruction	<p>According to educators, the iPad has allowed learning to become more accessible and productive. The iPads have been described as “levelling the playing field” because all of the learners have them and task differentiation has become more of a classroom norm. Educators also recognize that more</p>

	<p>professional learning is necessary to fully realize the gains of these devices in the classroom. Equity, access, productivity are all significant and important gains. Another gain described by educators was the increased student-teacher communication. Administrators and teachers are already finding it to be a useful tool for enhancing learning.</p>
<p>Impact on System</p>	<p>As the initiative and the impact research moves forward, AMDSB can continue to monitor the implementation using the SAMR model (Puentedura, 2010). In future phases of the impact research, AMDSB may look to use this model in conjunction with other frameworks already being used to understand teaching and learning (e.g. Bloom's). The integration of these theories aligned with research from the field and contextual examples from within AMDSB will provide a robust understanding of these competencies in the classroom.</p> <p>In conclusion, the iPads have been very well received by the AMDSB community and are being woven into teachers' and students' teaching and learning practices. A highlight of the project at this early stage is the way that the iPads have promoted equity and inclusion, in terms of both exceptionality status and socio-economic status. Positive impacts have also been seen in all student outcome areas, particularly in communication, collaboration, and creativity. The iPads were given at a developmentally opportune time, and indications suggest that the iPads will be very beneficial for students in both their current and future learning environments.</p>

NOTE: Information in the summary is taken directly from the data contained in the final project report.