

## Conseil scolaire catholique Providence: 2014 - 2015

<b>Project Title</b>	<b>The Impact of the Use of Technology on the Transformation of Pedagogical Practices and Learning Environments</b>
<b>Description</b>	<p>We moved into the digital age in Phase 3 of the project by introducing a suite of Cloud applications across the Board. In Phase 4, we wanted to maintain momentum in the field, with the specific goal of increasing the use of technology in pedagogical practices and student learning.</p> <p>This initiative is part of our Board’s mobilization of technology and our objectives for fostering student learning and 21st century skills and habits. Our integration of programming tools and concepts is based on Ruben Puentedura’s SAMR (Substitution Augmentation Modification Redefinition) model; it is being used to support adaptation of our pedagogy during the various parts of this initiative.</p> <p>Support for staff consists of training sessions, integration models, and continuums of expectations for learning that have been designed for the harmonization of pedagogy and technology. Together with the school principal, the secondary school techno-pedagogy coach works in a focused, ongoing fashion with the teachers selected for the project. The full-day Kindergarten and physical education teachers are equipped with tablets and begin transforming their pedagogical practice. Following planning, training, discussions, and modelling, they are able to plan lessons that use the tablets effectively in a variety of different contexts for collaboration, communication, differentiation, and assessment. The transformation consists primarily of developing competences and adapting pedagogy. This will enable students to develop new knowledge and 21st century competences (The Six C’s) and engage them more fully in in-depth, lifelong learning.</p>
<b>Context</b>	<p><i>Number of students:</i></p> <p><i>Number of teachers:</i> 155</p> <p><i>Number of schools:</i> 30</p> <p><i>Grades/Program:</i> Grades K - 12</p>
<b>Impact on Students</b>	<p>Right now, the data for our students are largely qualitative. They are in the form of teacher feedback, student traces, etc.</p> <p>In 2014-2015, we focused primarily on transforming pedagogical practices in order to enter the digital age with our teachers.</p> <p>However, we were able to collect some traces from the physical education teachers, documenting the use of technology for learning in pairs. Through reflective sharing and plenary discussions during subsequent training sessions, the teachers shared their amazement at the students’ engagement in this process. Collaborative work seemed completely natural to them; after a brief explanation of an activity, they got right down to work.</p> <p>The teachers shared how the students were able to find “problems” and solve them, either working on their own or in pairs. This was also evident in their observations on skills and habits. They appreciated having an opportunity to implement an approach like this.</p>

<p><b>Impact on Instruction</b></p>	<p>The secondary school coach was able to work with several teachers. The analysis of their journals was very revealing; it described the teachers “awakening” to the possibilities that technology offers. With the help of the coach, the teachers were able to explore the tools available in the Cloud, figure out how to use them <i>appropriately</i>, and incorporate them into their planning. In some cases, the coach first modeled teaching in the new format and then they discussed their observations, improvements, adaptations, and so forth.</p> <p>The coach developed a monitoring tool that allowed for, and encouraged, the participation of the teacher being coached.</p> <p>One challenge for the teachers that came with the changes in their practices is assessment; assessment is not always easy, especially when technology is being integrated. Taking photos and videos of the students in action was a success, particularly when they could do it as a team for the students. They enjoyed sharing the task, where observations were concerned, because they could share the traces they had saved, talk about them, do a quick review with some students, follow up with parents with evidence of the students’ learning, and so forth. The model included with this report is the sample that the teacher consultant used during the training.</p>
<p><b>Impact on System</b></p>	<p>In addition to the journals, we can also see all of the preparation, research, planning, communication, and organization that the techno-pedagogy coach has to do for working on an ongoing basis with the teachers being coached. At the request of the head of techno-pedagogy, the coach kept track of his time. This proved to be VERY important because it revealed:</p> <ul style="list-style-type: none"> <li>• The technical problems that had to be addressed before the teachers could move forward (these mirrored the fears that the teachers documented in their journals);</li> <li>• The AMOUNT of time and the INTERVENTIONS required to introduce the tools needed to carry out the activities;</li> <li>• The STAKEHOLDERS, often from different sectors, who had to be called in before we could move forward with the initiative;</li> <li>• The range of tools that the teachers were interested in and that the students would obviously be using.</li> </ul> <p>The data in the journals and in the coach’s log were extremely useful.</p>

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