

Conseil scolaire de district catholique de l'Est ontarien: 2014 - 2015

Project Title	Components of the Integration of Learning Environments in the Digital Age: School and Classroom Projects
Description	<p>This grant is being used to implement CSDCEO's digital identity and citizenship plan. Several projects are integrated into this plan in which teachers, students, parents, principals, and teacher consultants evolve in their professional learning cycle.</p> <p>Participants implement their project by answering one of the following six research questions.</p> <ol style="list-style-type: none"> 1. If teachers appropriate the foundations and tools to enable students to develop a process of inquiry and critical thinking in the digital age and if they participate in the development of strategies to assess them, they will have the tools they need for integrating it in the classroom. 2. If the school adopts the digital portfolio, collecting triangulated evidence of learning, student achievement and intellectual engagement will increase. 3. Does the implementation of a 1:1 model support the development of 21st century competences? 4. In the context of a 1:1 initiative, what is the impact of a Cloud platform (Google Apps), a location that supports the development of 21st century competences, and a centre for success on student engagement and learning in a digital age school? 5. Where classroom management is concerned, what are the similarities and differences between digital classrooms and conventional classrooms? 6. How do we move from simply using technological tools and strategies to actually integrating them in a way that supports the development of 21st century competences? 7. Pedagogical services works collaboratively with principals to ensure that teachers who want to participate in these initiatives either have a system-wide project that supports them or a school project or classroom project to create: <ul style="list-style-type: none"> • System-wide <ul style="list-style-type: none"> ○ Google 101, 201, 301 ○ Enhancing or transforming one's pedagogy ○ iCN ○ 1:1 at the Kindergarten level for language learning ○ Google for families • Class – 1:1 model • School – 1:1 model

Context	<p><i>Number of students:</i> 1400</p> <p><i>Number of teachers:</i> 1000</p> <p><i>Number of schools:</i> 33</p> <p><i>Grades/Program:</i> K – 12</p>
Impact on Students	<p>In connection with the measures employed in Phase 3 of the Canadian Education Association’s project, <i>What did you do in school today?</i>, and based on our data collection and analysis, teachers and students reported an increase in their engagement with their learning task and classroom or course.</p> <p>Students also reported that they learned a lot about the collaborative tools, software, and Cloud platforms.</p> <p>See the evidence from the 1:1 model project.</p> <p>To ensure sound management of the framework for the 1:1 model and other strategies to integrate technology, teachers are integrating competences that support the development of a digital identity. Students navigate the Internet safely by making decisions based on critical thinking that also integrates a process of inquiry and moral discernment.</p> <p>See evidence from the classroom iCN project.</p> <p>Some students will also have the opportunity to participate in sessions of the Google Family project, in which they work with their parents to develop their competences.</p> <p>See evidence from the Google Family project.</p>
Impact on Instruction	<p>It goes without saying that student learning requires instruction and opportunities provided by teachers in the classroom. The evidence in the “Impact on Students” section directly above is also relevant to this section. More specifically, it is in connection with the technology integration matrix, which suggests various points of entry (Phase 3), that our system-wide initiative [<i>word missing, possibly “for”?</i>] enhancing or transforming pedagogy gives several teachers an opportunity to collaborate with principals, teacher consultants, teachers and students with the goal of improving their practice and learning and improving student learning. [<i>sic</i>]</p> <p>Teachers report a sense of increased efficacy with respect to their integration of technology, 21st century competences, and teaching.</p> <p>Their students also report having more opportunities to:</p> <ul style="list-style-type: none"> • Collaborate with their peers • Hold classroom discussions • Choose their tools or strategies • Know the criteria for assessment • Receive feedback <p>See evidence from the project on enhancing or transforming pedagogy.</p>

<p>Impact on System</p>	<p>Exceptionally, this year, our projects enabled us to work with all of our teachers on an approach that targets the foundational knowledge of all CSDCEO educators so that they recognize the potential of their collaborative platform.</p> <p>Participants reported that they felt more comfortable using the technological tools associated with their Google account.</p> <p>See one of the presentations for the Google 101, 201, 301 project.</p> <p>We also decided to increase parental involvement in our educational and technological transformation so that parents could support their children’s process and strategies. The feedback has been incredibly positive from the principals taking part in this initiative, and from parents, participating teachers, co-leaders, and students.</p> <p>See the deliverables for the Google Family project.</p> <p>The two system-wide groups: enhancing or transforming one’s pedagogy with the SAMR model (Phase 3) to improve one’s practice.</p> <p>The professional learning cycle (Phase 3) for these teachers consists of coaching in the classroom (Phase 3). Teachers develop pedagogical leadership by opening their classroom up to others.</p> <p>See the deliverables for the project on enhancing or transforming pedagogy.</p>
--------------------------------	---

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