Dufferin-Peel Catholic District School Board: 2014 - 2015

Project Title	**Supporting 21st Century Innovation in Learning through Mobile Electronic Devices**
Description	To support 21st century innovation in learning, the board is focusing on the integration of personal electronic devices (PEDs) project that explores the implementation of the board's PEDs policy, procedures, and the student agreement that is signed by parents/guardians and students regarding the board's expectations of students when using PEDs at school. The purpose of our PEDs pilots is to develop an understanding of the "real world" implementation realities associated with the launch of student access to the board wireless (WiFi) network via their own personal electronic devices (PEDs) at a sample of schools. Secondly, the project intends to explore/develop a range of preliminary pedagogical supports and ideas for participating teachers to help them integrate student PEDs into the classroom. In phase one of the PEDs inquiry, each of the board's seven families of schools had one school participating. Each participating school was determined through selection criteria The PEDs phase two schools were selected by pairing each of the phase one participating schools with its corresponding elementary or secondary school.
Context	*Number of students*: 1500+ *Number of teachers*: 160+ *Number of schools*: 30 *Grades/Program*: K-12
Impact on Students	Baseline data have been collected to assess student perceptions regarding the anticipated use and impact of mobile electronic devices. For example: • The majority of students surveyed (86%) are likely to bring in their own personal electronic device (PED) to school when board enabled WiFi is made available. • Nearly three-quarters of student respondents (72%) think that having an electronic device in class will make them more interested in learning. • Most student respondents (80%) feel that technology is important in helping them learn at school. Educators compared tend to underestimate the number of students that will have access to PEDs in class, while overestimate the students' social apprehensions regarding PED usage to school. Educators are also more concerned about security than students. Educators estimated that about 75% of students would have access to a PED that they could bring to class, compared to 86% of students. Nearly half of Educators (43%) are worried about students feeling that they will be judged because of the PED they have or don't have, while just 14% of

	students indicated that they are worried about being judged.
	Educators (62%) are worried about the security of PEDs at school, while just 39% of students are worried about losing their PED at school.
Impact on Instruction	Baseline data have been collected to assess educator perceptions regarding the anticipated use and impact of mobile electronic devices.
	The benefits of the mobile devices were predominantly focused around mobility, with respondents citing greater flexibility/freedom (43.3%) and the ability to access technology without leaving the classroom (38.3%) as clear advantages. Similarly, from the perspective of supporting diverse learners, ten percent of respondents felt that this flexibility of location was a key benefit to some learners.
	Interestingly, over 15% of respondents reported that mobile devices permitted additional and/or longer access to computers over and above lab/library computer availability, while nearly as many felt that immediate access to a camera and microphone on some devices was definitely an asset to students.
	Finally, educators were asked to indicate whether the mobility provided by mobile devices was worth the logistics and challenges experienced. The greatest proportion of respondents indicated that yes, the mobility was worth the efforts needed to manage mobile devices, and cited a number of reasons: mobile devices provided additional access to technology beyond the lab/library computers (8.3%); mobile devices permitted better differentiating of the learning activities (8.3%); mobile devices were more flexible and/or versatile (6.7%); mobile devices permitted students seamless access technology in their classroom (6.7%); and mobile devices were more responsive to various learning styles (3.3%).
Impact on System	A variety of system-level impacts have grown out of this project so far. Learnings to date have indicated a need to address a variety of structures and procedures such as:
	• Refinement of existing personal electronic devices (PEDs) policy.
	• The development of local school technology plans to ensure digital learning experiences for all students, regardless of whether or not they have their own device to use at school.
	• The technology infrastructure in schools.
	• The development of sample lessons and other resources with multiple entry points for educators to use in the integration of technology in the classroom/school.
	• The development of Dufferin-Peel's own Catholic digital citizenship resources that reflect the board's unique culture and faith tradition.
	• Parent/guardian and student access to board wireless agreement.

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