

## Durham Catholic District School Board: 2014 - 2015

<b>Project Title</b>	<b>The Power of One: OneNote, One Portal and One Creed</b>
<b>Description</b>	<p>The purpose of our innovation research project, entitled The Power of One was threefold:</p> <ol style="list-style-type: none"> <li>1. Investigate the benefits of Microsoft's OneNote Class Notebook Creator</li> <li>2. Pilot blended learning module that explores the Catholic Graduate expectations in the context of 21st Century Learning Competencies (Footprints).</li> <li>3. Create a virtual portal through which students and teachers can access resources with a single sign in.</li> </ol> <p>The innovation project builds on our experiences from previous innovation projects in that we are continuing to investigate both cloud-computing and the blended learning model.</p>
<b>Context</b>	<p><i>Number of students:</i> 175</p> <p><i>Number of teachers:</i> 9</p> <p><i>Number of schools:</i> 7</p> <p><i>Grades/Program:</i> Grade 10 English, grade 10 History and grade 11 &amp; 12 religion, as well as teachers and students in grade 7 and 8</p>
<b>Impact on Students</b>	<p>Our survey revealed that there was an impact on student engagement. For example, before the project began less than 50% said they enjoyed school. At the conclusion of the project the number had risen to over 50%. Students said, "It (use of technology) made my learning a lot more fun", and "I felt more connected to the learning."</p> <p>Regarding the learning partnership between teacher and student, almost 75% of students were communicating electronically with their teacher via their O365 board email accounts. One said, "I can just email my teacher if I'm having trouble and the response is faster than waiting a whole day just to ask her questions." With respect of the ability to share the OneNote binder with their teacher, students said, "She was able to go into my binder and check my work without having to stop me from what I was doing", and "The teacher was able to enter your work and give you feedback right there." Students believed they were more organized and efficient. One noted, "I started to hand work in on time and I felt as if I was more productive", and other stated, "Now that I have the OneNote binder I'm more organized than before and I can catch up on missed work at home which is very convenient." Students were not happy at the prospect of losing access to the computers and OneNote: "I might be more unorganized and all over the place", and "I might get behind in class."</p>
<b>Impact on Instruction</b>	<p>Our project impacted teacher practice in a variety of ways. One teacher said her classroom is now "95% paperless". She also noted that there are "no longer any classroom management issues". Students stated, "I now go right to work when I</p>

	<p>get into the classroom”, and “Before this semester started I would rarely ask for notes I had missed. Now, the first thing I do, after I miss a class, is to check my online binder for the notes from the previous day.” Another said, “I don’t lose things anymore.”</p> <p>Regarding teacher-to-teacher learning partnerships, a project SharePoint Site was created within Office 365. Teachers visited the site to share resources and offer technical support to their peers.</p>
<b>Impact on System</b>	<p>Our project contributed to system scaling by serving as a pilot for the system-wide launch of Office 365. Office 365 is now being used as a tool to moderate school improvement plans via a SharePoint site. Many departments within our board are now using the various tools for collaboration and content creation. Without our CODE project, this would not be the case.</p> <p>Our Project has also led to conclusions about how we will conduct future professional development. 38 teachers were released for two half-day sessions for training on models of technological integration and a variety of applications that could be used in class. 63% of teachers did not respond to a follow up survey. For those that did respond, 64% state they have yet to implement any aspects of the training. Based on this, our future professional development will focus less on large group training and more on school-based release time to plan and implement technology driven pedagogy. Accountability will be ensured through monitoring visits.</p>

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