

Lambton Kent District School Board: 2014 - 2015

Project Title	Challenge-Based Learning in the Intermediate Grades
Description	<p>This project supports the implementation of the LKDSB <i>Technology Enriched Learning Plan</i>, LKDSB <i>Engagement Model</i> and the LKDSB commitment to the <i>New Pedagogies for Deep Learning</i> project.</p> <p>All teachers of grade 7 students were given an iPad Mini, taught the basics of the tool then the many possibilities of enhancing their pedagogy, assessment and evaluation strategies. Each classroom teacher was also given a tub of 5 iPad Mini for student use. One hundred and seven teachers participated in five professional learning sessions each. Many also participated in voluntary after-school sessions.</p> <p>Teachers were introduced to the concept of <i>Challenge-Based Learning</i> as one means of introducing the “Big Ideas” of <i>Ontario Curriculum History and Geography Grades 7 and 8</i>. Students explored concepts such as Sustainability, Community, Resilience, and Displacement. Collaboration through digital means occurred between students and their teachers, between students and students within their classrooms as well as classrooms in other countries, and between students and experts within their communities and throughout the world.</p> <p>All teachers created an iBook documenting the experiences with <i>Challenge-Based Learning</i>. Students captured their learning through a variety of digital means, e.g. videos created in Adobe Voice, Shadow Puppet and iMovie, presentations in Google Slide and Keynote, Blogs and through social media.</p> <p>The primary focus of this project was to provide professional learning opportunities for the teachers of Grade 7 so they became comfortable with the device and the many possibilities for learning that the device holds.</p>
Context	<p><i>Number of students:</i> 1439</p> <p><i>Number of teachers:</i> 107</p> <p><i>Number of schools:</i> 53</p> <p><i>Grades/Program:</i> Grade 7</p>
Impact on Students	<p>Student learning has been enhanced through the use of technology in an authentic, meaningful project. As students were able to have input into the challenge that they embraced, were active participants in brainstorming the many possibilities to address the challenge then carried out at least one of the solutions, the engagement level of the students highly exceeded that of a traditional textbook unit study. The 6 Cs were authentically interwoven into their project as students engaged in critical thinking, communicated in traditional and digital means, arrived at creative solutions, collaborated with a variety of stakeholders face-to-face as well as digitally, and became truly engaged citizens within their communities.</p> <p>The use of technology by students “leveled the playing field” for all as the iPad Mini affords many accommodations (e.g. speech to text) with a touch of the</p>

	<p>screen. No students were left out of the project due to a financial restraint of not owning a device. All students had access to a device and therefore were able to participate fully in the project.</p>
Impact on Instruction	<p>Through professional learning opportunities, teachers' knowledge of the device in general and most importantly, their knowledge of the possibilities for pedagogical change increased throughout the school year. Utilizing the <i>Apple Education Technology Profile</i>, teachers' practices utilizing the SAMR model, were assessed at the beginning and end of the school year. A significant percentage of teachers moved from the "Substitution" to the "Augmentation and Modification" stages of the model. In addition, this survey revealed that most teachers had moved from needing the technical knowledge of the device to effectively working with the device to support student learning. Change in pedagogy supported by a digital underpinning was evident. At the beginning of the project, approximately 40% of the teachers did not know how to use the iPad for digital storytelling. After attending professional learning opportunities, all but 10% of the teachers were proficient with this skill. As well, 20% of the teachers can support their colleagues in their use of digital storytelling to support the Ontario Curriculum.</p>
Impact on System	<p>The introduction of an iPad Mini to all teachers of Grade 7 students expanded two previous LKDSB 1:1 iPad projects. Now, all teachers of Grade 7 students throughout LKDSB and in the fall, all Grade 7 students will be involved in a 1:1 take-home project. The aspect of equity has been addressed throughout LKDSB and stage 1 of the LKDSB <i>Technology Enriched Learning Plan</i> for 2014-15 has been realized.</p> <p>This initiative has provided important learning as we engage our teachers of Grade 8 students in a similar project in September as well as begin professional learning opportunities with our teachers of Grade 9 students.</p>

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