Northwest Catholic District School Board: 2014 - 2015

Project Title	**The Use of iPads as Instructional Devices in Northwest Catholic DSB**
Description	The purpose of our project is to increase student engagement, student directed learning, and differentiation with the 1:1 use of iPads in the classroom. The students are encouraged to use the iPads as a tool to enhance their learning. Focus is put on choosing the best apps to complete an activity which are primarily productivity apps (Pages, Numbers, Keynote, iAnnotate, and iMovie.) Students are also becoming more aware of their learning style, their strengths, and their needs in the classroom when they use the iPads to demonstrate their understanding of a concept in a way that is most appropriate for them.
Context	*Number of students*: 160 *Number of teachers*: 10 *Number of schools*: 6 *Grades/Program*: K, grades 5-8
Impact on Students	Student engagement has increased through the use of iPad technology. Students connection to the curriculum is enhanced through the use of iPad technology because students are able to interact in real world problem solving and experiences As stated in *The Use of iPads as Instructional Devices in the Northwest Catholic District School Board (2014-2015),* • The survey data shows that most students (78%) would want to use the iPads for subsequent grades in school (4% would not). While they report no changes in reading, writing or listening skills, the majority of students consider that organizational skills (72%) and research skills (87%) have been improved. We also see that 65% of students see the iPads as supporting their creativity. Survey data also shows that many students demonstrate their engagement by having positive ideas about how they can improve their own learning experiences, and that of future generations, for example by the addition of key pads or apps. • Students have been strongly supportive of the iPad initiative, with many recognizing that bringing current technology into their classrooms has led to improvements in the quality of their learning, particularly when their research leads to engagement with current information, and their curriculum comes alive.
Impact on Instruction	Teachers indicate preparation and planning time is enabled by the use of technology. As stated in *The Use of iPads as Instructional Devices in the Northwest Catholic District School Board (2014-2015):* • It would be an understatement to describe the potential of the use of iPads in education as a "revolution", as the potential for "for", "as" and "of" learning assessment strategies has expanded significantly beyond the

	traditional pen(cil) and paper based classroom. We see students engaged in a whole range of metacognitive strategies where they have the opportunity to choose their own preferred approach to assignments in terms of app, for example Pages or Keynote, and how they research the content through search engines. Teachers have the opportunity to monitor progress in these assignments through the WebDAV system and provide formative feedback.
	• District and school support for teachers and students is visible in the breadth of inquiry-oriented and personalized activities that occur regularly.
	• We see significant evidence of student-driven inquiry, both from the survey and the site visit, which also exemplified differentiation.
Impact on System	This initiative has contributed to system scaling because it has enabled more in-depth cross curricular learning. The ability to interact across classroom and our system through peer to peer interactions has sustained and improved our capacity to support tech enabled deliverables.

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