

## Ottawa Catholic School Board: 2014 - 2015

<b>Project Title</b>	<b>Driving BYOD environments through teacher practice change and student initiatives (Individual Project: Changing practices with Android tablets)</b>
<b>Description</b>	<p>There are many initiatives underway but we have selected one on which to report:</p> <p><i>Paperless in the Arts.</i> At one school, students pursuing liberal arts are using technology in their day to day practices to enhance their learning, enhance collaboration, and streamline their learning process. The initial concept around pursuing this change was to move to paperless but the abilities of the technology have dramatically changed the overall impact. The lead educator, saw a way to leverage tablets in music and theatre that would address several issues. In music class, the students were learning many different pieces of music and the differentiation based on student interest and need required numerous sheets of music to be printed and used regularly at home and in class. Technology took on a particular role for this project. The technology used was pen-enabled Android tablets. The pen allowed students to receive their music and then precisely write any notes they might have on it using a Sheets app that kept their individual notes.</p> <p>Teachers and students were able to change their assessment practices in music. By using an App, students are able to make video recordings of themselves playing a piece and then get specific feedback from instructors. Using this app, teachers could provide visual and audible comments on the student recorded videos.</p> <p>In Theatre, students used Google and the tablets to enhance their collaborative script writing, rehearsals and video feedback. The Google platform allowed for easy collaborative development of new material. Once ready, the ubiquitous access to their documents allowed students to use their phones or schools tablets to practise online.</p>
<b>Context</b>	<p><i>Number of students:</i> 75</p> <p><i>Number of teachers:</i> 3</p> <p><i>Number of schools:</i> 1</p> <p><i>Grades/Program:</i> high school level in the music and theatre programs</p>
<b>Impact on Students</b>	<p>Although the initial goal of this project was really focused on moving some of the Art courses paperless, the technology tools in this project help support deeper learning capabilities especially around teacher-student partnerships and assessment practices. The tools provide the opportunity for teacher-student and student-student collaboration, they provide the student with rich assessment capabilities and learning feedback loops, and they provide the opportunity for more differentiation so students can more easily pursue their interests.</p> <p>Students were now provided with more opportunities to work collaboratively online. These docs could then be accessed from any device for rehearsal. These</p>

	<p>docs also allowed for feedback loops that were easily managed.</p> <p>According to a lead teacher: “On the positive side, we successfully demonstrated that it is possible to run an Arts department without paper. Students had a much more engaging experience in terms of assessment practices - they were able to understand how the marks were being generated to a much higher degree than was previously possible. There were learning opportunities created that were previously not available - using apps and websites reliably, allowed them access to a more personalized, directed curriculum.</p> <p>On the negative side, we demonstrated that not all students want, or are ready, for paperless classrooms. Many students expressed frustration with the technology in that it over-complicated tasks that they were used to doing other ways.”</p>
<b>Impact on Instruction</b>	<p>Teacher practice changed from paper-based to electronic. Music sheets were now distributed via Google Drive and into Sheet Apps that allowed students to bring up and edit, using digital pens. This also supported more differentiation given that it was so easy now to share music and not lose it.</p> <p>Teachers were also able to more easily work with each other. A student teacher could come in as a shared teacher into the online classroom space within Google and have instant access to all the student works and teacher distributed content.</p> <p>Online assessment capabilities also allowed for creative changes, especially in the areas of music where coaching apps were used to allow students to film themselves and hand in the videos for feedback of both physical and qualitative performance.</p>
<b>Impact on System</b>	<p>This particular program was a pilot program to determine the viability of moving fully to a paperless environment in Music and Theatre and to assess the usefulness of this particular Android technology. The School Board has been looking at moving into Android based devices and the results of this project just further enhance and support that position. With the results [from this pilot] we can now move to introduce this technology and methodology to other schools.</p>

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