

Conseil scolaire catholique du Nouvel-Ontario: 2015 - 2016

Project Title	Littera-tic
Description	<p>The goal of the Littera-tic project is to enable two teachers to monitor the transition to the digital age, i.e., the development of 21st Century skills, in “an authentic context”. The primary objective is to promote teaching and assessment strategies that embrace the new pedagogy, i.e., with the students as co-learners engaged in their learning and with the teachers as partners in that learning. The three strands of French will be addressed: oral communication, reading, and writing.</p> <p>Technology will play an important role; however, it will not be the primary focus of the project. The key will be to develop skills in our students: collaboration, self-regulation, the ability to work independently, critical thinking, innovation, and the use of French (for communication). Each student has access to an iPad with a wide range of applications. With the new classroom configuration, drastic changes in the learning spaces are possible. These spaces become areas where the students can collaborate, communicate, and work in teams more easily and more effectively. Tables, on which students can write, enable the teachers to quickly monitor their learning. What a great example of assessment for learning. During oral communication activities, the students have opportunities to develop and refine their language skills. These activities provide all students, not just ALF students, with a variety of models of oral communication.</p> <p>The new assessment practices enable teachers to collect different types of evidence of learning, in order to comply with <i>Growing Success</i>, which talks about the importance of triangulation, i.e., observation, conversation, and production.</p>
Context	<p><i>Number of students:</i> 43  <i>Number of teachers:</i> 2  <i>Number of schools:</i> 2  <i>Grades/Program:</i> K-3</p>
Impact on Learning	<p>We used teacher observations, evidence of projects (artefacts), and student survey responses to determine the impact, on the students, of pedagogical practices that incorporate technology and a learning space that has been reconfigured for the use of technology in Grades 2 and 3.</p> <p>42 Grade 2 and Grade 3 students answered a survey.</p> <ul style="list-style-type: none"> <li>• 95% liked working with an iPad;</li> <li>• 92% preferred the new design of the learning space in the classroom; and</li> <li>• 86% preferred an iPad to paper and pencil for writing a story.</li> </ul> <p>In examining student work, the impact of the pedagogical practice, and student engagement, we noted a redefinition or a change in the following areas, in the</p>

students who participated in the research project:

1. Communication: our students communicate more with each other and record themselves using their iPads. For example, they used FaceTime for a literacy project following book reviews they had read in the virtual learning environment.
2. Collaboration: our students spontaneously help each other. They communicate more often using either email or AirDrop. They send each other messages, share images, and send emails to the teacher or the principal.
3. Creativity and Innovation: Our students do projects that reflect their interests or they choose a task and use their imagination, spontaneity, and ingenuity, choosing the right technology and using it appropriately.
4. Development of critical thinking and problem-solving: several students found very interesting solutions to technical problems with their iPad functionality, for example, how to send a book to the teacher using OneNote.
5. Orientation of student learning: when students are working on a project, they often need to use more than one application. During math centres or literacy centres, they correct themselves and assess themselves. They ask, “Is the problem done? Is it successful?” And then they re-do the problem on their own.
6. Experiencing authentic learning situations and creating authentic projects: the students add apps to their digital device at home, e.g., Bitsboard or Money Pieces, so that they can practice their dictation. The students’ projects become authentic products that can be used by other students. For example, Grade 2 students create books on animals and then share them with Kindergarten students.
7. Franco-Ontarian identity construction: Students ask to listen to songs by Franco-Ontarian artists whom we have presented. They do a search for the biography of the artist and listen to the artist on YouTube.
8. Digital citizenship: Throughout the year, we have discussions with our students in order to develop their sense of themselves as responsible digital citizens: inappropriate images, copyright, certain websites. Students demonstrate critical thinking and responsibility when they consult their teacher over a website and learn what is appropriate.
9. Learning environment: We noted the impact that reconfiguring the classroom to facilitate technology integration had on the development of the students’ skills, in particular, a huge increase in students helping each other. Students demonstrated openness, pleasure, and flexibility in working with other students throughout the day.

	<p>10. Dynamic learning: we noted how the students developed expertise in doing searches. They incorporated a variety of digital sources into their work. They became more resourceful and skilled at using applications.</p> <p>11. Literacy and numeracy skills: The students are independent and creative; they are leaders and better speakers and communicators. They are enthusiastic and spontaneous and volunteer to present their research projects to the class. They are very proud of their work and really like presenting it to the class. In Mathematics, the students successfully use several applications at the same time. They are able to solve a problem independently and they do 3 to 5 steps before loading their work into OneNote.</p>
<p><b>Impact on Instruction</b></p>	<p>This section first describes the impact on teaching practices developed using a list of indicators of participatory pedagogy from the CFORP Tactic team completed by the teachers in the project is remarkable. [sic] It then discusses what the teachers learned about the technology, e.g., the successes and challenges they encountered over the initial project proposal.</p> <p><u>Impact on teaching practices:</u></p> <p>The teachers:</p> <ul style="list-style-type: none"> <li>• Use assessment for learning and as learning, with the help of technology tools and software (e.g., OneNote), in order to more effectively coach and guide students in the acquisition of knowledge;</li> <li>• Introduce the redefined participatory pedagogy and note any observable behaviour in order to measure progress and adapt their teaching and in order to ensure the academic success of all students;</li> <li>• Learn to use the technology with the students and enable them to become the key users, with responsibility for technology in the classroom (the students become the experts);</li> <li>• Spend less time providing verbal explanations, in order to allow the students to search for and find answers and solutions to issues that create challenges in society;</li> <li>• Treat the students as learning partners by: <ul style="list-style-type: none"> <li>○ Acting as supporters and coaches;</li> <li>○ Setting learning objectives with them and guiding them to ask the right questions;</li> </ul> </li> <li>• Expose students to the world and to cultural diversity, using technology tools and social networks;</li> <li>• Act as architects of knowledge, guiding students to locate, organize, and manage new knowledge.</li> </ul>

	<p>In both the Grade 2 and Grade 3 classes, we noted a 32% improvement in the integration of the redefined participatory pedagogy, as presented in the survey of the literature and virtual interviews conducted between November 2015 and June 2016.</p> <p><u>Progress and Learning by the ICT Teachers:</u></p> <p>In terms of technology, these teachers learned:</p> <ul style="list-style-type: none"> <li>• To use the various applications of the iPad;</li> <li>• To use all of the settings, storage space, etc.;</li> <li>• To manage student work in OneNote;</li> <li>• To achieve the general expectations and the specific expectations in the curriculum documents, using the technology, with the centres they created, projects, assignments, etc.;</li> <li>• To integrate the technology into their teaching (e.g., questionnaire using Kahoot!);</li> <li>• That virtual communication needs to be even more meaningful for students;</li> <li>• To familiarize themselves with digital citizenship.</li> </ul> <p>Support was a very important element in the implementation of this project. Right from the start, the teachers were supported by the TacTIC team and by the Board team.</p>
<p><b>Impact on System</b></p>	<p>The Board developed a Shared Vision of digital age learning and shared it with all staff at a professional learning day. For the past two years, we have been participating in the CFORP TacTIC project. Approximately 12 schools participated in order to raise teacher awareness of the transformation in teaching and assessment practices. The teachers had the support of a pedagogy coach; the principals had the support of a pedagogical leader who gave them options for implementing the vision for 21st Century learning.</p> <p>It was important to create model classrooms (laboratories). Other teachers could visit these classrooms to observe, ask questions, and reflect on the steps that needed to be taken in order to transform their own practices.</p> <p>We developed or revised several “administrative directives” relating to 21st Century learning. We will continue this work next year.</p> <p>It goes without saying that we want to develop digital citizenship in our students. The teachers had an opportunity to explore the Ministry website on identity and digital citizenship. The pedagogical team created a table matching the expectations and the learning contents in the curriculum documents for Grades 4 to 10.</p> <p>We will continue our efforts at implementation, ensuring that we support our school principals and teachers as they make this transition.</p>