

Durham Catholic District School Board: 2015 - 2016

Project Title	The Power of One (Phase II Learning Commons)
Description	<p>Our current project is a continuation of our Round 4 Project: The Power of One. The project focused on three areas: One Portal (the creation of an online student/teacher learning portal), OneNote (investigating the benefits of OneNote in the Classroom and other cloud based tools within O365), and One Creed (Piloting “Footprints”, a unit that combines the Catholic Graduate expectations and the 21st Century Competencies delivered via D2L).</p> <p>There has been significant scaling and systematizing for Round 5. We introduced OneNote into five more classrooms. These students are working in a 1:1 environment with HP 360’s and their teachers are using Surface Pro 3’s.</p> <p>Phase 5: The Power of One (Phase II Learning Commons) focused on the Learning Commons as a hub through which the learning from Phase 3 and 4 can be scaled up to a wide school level.</p> <p>TLF funding was used for both the technology in our New Learning Commons (Chromebooks, iPads, Desktop computers) and the professional development portion was used to in-service over 120 teachers and teacher librarians. They explored the “New Pedagogy”, learned about the resources in our new Online Learning Portal (LaunchPad), and were introduced to OneNote and Footprints. Other areas, such as working in a BYOD environment, Digital Citizenship, effective use of iPads, and Coding and robotics were also explored. These teachers were given release time to work with colleagues on technology enabled teaching and learning back at their home schools.</p> <p>An online community was created via a SharePoint site for the teachers. This site has enabled teacher to teacher learning partnerships.</p> <p>By connecting the TLF and Innovation Research Project we were able to significantly scale up our initial project goals.</p>
Context	<p><i>Number of students:</i> 355</p> <p><i>Number of teachers:</i> 8</p> <p><i>Number of schools:</i> 7</p> <p><i>Grades/Program:</i> Gr.7-10, 12</p>
Impact on Students	<p>The Power of One (Phase II Learning Commons) has had a substantial impact on student engagement, learning and achievement. First, with regard to engagement, we know that there has been a huge increase in the amount of students using the online tools within our virtual learning portal – LaunchPad. LaunchPad went online in September of 2015. The portal contains single sign on links to Desire2Learn, Office365, Lean360 and many more OSAPAC licensed resources. We can see that by May 2016, 9107 students had logged into the</p>

	<p>LaunchPad. That is an increase of over 230% from last year. Clearly, more students in our system are engaged in online learning than ever before!</p> <p>Student and teacher response to the new Learning Commons have been very positive. The physical space was designed to promote communication, critical thinking and collaboration and student well-being.</p> <p>We have continued to support the students and teachers involved in the 1:1 laptop initiative which started with our Phase 3 project and was expanded in Phase 4. Teacher and student interviews and surveys also indicate that using laptops and Office 365 – specifically OneNote -- has impacted student engagement. 100% of the teachers surveyed said that their students were more engaged when working in OneNote on their laptops than when they were working in a traditional binder.</p> <p>Teacher also indicated that using student laptops and OneNote improved student learning and achievement. 100% of teachers surveyed said that the combination of student laptops and OneNote improved student achievement. One teacher noted that there had been a “5% increase in student achievement”. Also, teachers reported that they had more time to work with students during class time, were able to spend more time on “higher order” questions, and were able to cover more material than in previous years.</p> <p>These observations were verified by means of a student survey. Two-thirds of students surveyed indicated that they believed that using OneNote and laptops had a "positive effect on their learning".</p> <p>[S]tudents that used Office 365 found new way to collaborate, be it through email, sharing documents or through the collaboration space in OneNote. Teacher-Student collaboration was increased due to the fact that teachers were able to apply instant descriptive feedback to students.</p>
<p>Impact on Instruction</p>	<p>Teachers involved in both the 1:1 classrooms and Learning Commons schools were in-serviced on “new pedagogy” and technology-enabled teaching and learning. Of the teachers surveyed, 36% said they have changed their practice “a great deal” while 61% said they have changed their practice “somewhat”. We have seen evidence of “new learning partnerships” in many ways. [T]eachers have taken the stance of co-learners in the classroom and are allowing more opportunities for students to lead the learning.</p> <p>Teachers are also beginning to involve students in Professional Development. Many teachers are bringing students with them to training sessions provided at lunch demonstrating that they are in fact “co-learners” in the area of digital technology. Our teacher librarians are increasingly taking a "lead learner" role as the Learning Commons becomes a gateway to 21st Century Teaching and Learning.</p>

	<p>Further, our teachers, with the support of our teacher librarians, are continuing to develop rich tasks that result in “deep learning”. They are finding ways for students to be knowledge and content “creators” rather than just knowledge and content “consumers”. Whether or not the tool for creation is within Office 365 or another piece of software, students are creating and sharing their work in new, and in the past, unimaginable ways.</p>
<p>Impact on System</p>	<p>Scaling up has been achieved through moving from looking at cloud-computing and OneNote in a 1:1 classroom environment to how a 21st Century Learning Commons can be the center for scaling up technology enabled teaching and learning in an entire school. The lessons learned in Phase 3 and 4 were utilized in Phase 5 with the Learning Commons and shared devices (Chromebooks, iPads, desktops ...) as the focus.</p> <p>Also, the creation of Technology Integration Lead Teachers (TILT) through the Professional Development portion of our TLF has impacted our system. Teachers from every school in the system were trained on pedagogically-driven, technology enabled practices. These teachers have been able to request school-based release time to work with colleagues in the area of technology enabled teaching and learning.</p> <p>The availability of release this has increased teacher-teacher collaboration and done much to build capacity in the area of technology enabled teaching and learning.</p> <p>Further, our investments in new technologies for our libraries that are being transformed into Learning Commons have made them the technology "hubs" of their respective schools. The lessons we have learned from our 1:1 Innovation Projects are benefiting many!</p>