

London District Catholic School Board: 2015 - 2016

Project Title	Scaling a Culture of Collaboration: Shifting System and Individual Beliefs about the Virtual Learning Environment
Description	<p>Our TLF project expands on the premise that the effective use of enabling technology can serve to enhance student engagement, learning, and achievement if we can scale up and sustain a culture of collaborative learning and innovation amongst educators, staff, and students. Success indicators include:</p> <ul style="list-style-type: none"> <li>• Increased comfort and confidence (self-efficacy) amongst educators and staff in using technology, as well as effectively using connected learning communities (i.e., vLE, Office 365) to towards informing assessment and instructional practices</li> <li>• Integration of technology in the classroom to facilitate authentic learning opportunities for students and global (21st Century) competencies</li> <li>• Development of teacher-librarian and teacher-teacher partnerships enabled by technology</li> <li>• Development of teacher-student partnerships enabled by technology</li> </ul> <p>The lead learners selected for the TLF project play a pivotal role. Some of the expectations for our lead learner include:</p> <ul style="list-style-type: none"> <li>• Support Board vision and rationale for alignment regarding the use of technology</li> <li>• Support staff in accessing technology-related information</li> <li>• Support staff in their awareness of professional learning modules available in the vLE</li> <li>• Engage with hardware/software apps provided</li> <li>• Increase knowledge base in order to assist others at the school level</li> <li>• Build on existing technology knowledge/skills by practicing with increasingly complex ideas</li> <li>• Support technology integration in the classroom (SAMR Model)</li> </ul> <p>Through implementing a graduated release model for their colleagues, our expectation is our lead learners will be comfortable and confident enough to share their knowledge and use of technology with their colleagues. This can be brought about either by modeling for staff how to do things, (e.g., using an app, using the vLE, using a mobile device), coaching staff or informing staff where they might go to find the information they require. In essence, we hope our lead learners will serve as a first point of contact within their respective schools for technology enabled learning and teaching.</p> <p>Round 5 serves as an opportunity to continually scale up the effective use of technology, so that it becomes common practice within and across our elementary and secondary schools.</p>

<p><b>Context</b></p>	<p><i>Number of students:</i>  <i>Number of teachers:</i> 63  <i>Number of schools:</i> 54  <i>Grades/Program:</i></p>
<p><b>Impact on Students</b></p>	<p>Our Theory of Action for the TLF initiative mostly focused on building teacher/librarian (i.e., Lead Learner) and school-system capacity towards using technology and ultimately to enable student engagement, learning and achievement. As such, our data collection methodology mostly centered on Lead Learner centered metrics and only indirectly on student centered metrics.</p> <p>Lead Learners over the course of TLF initiative perceived that their use of the vLE significantly impacted student engagement. At base line, only 10% of Lead Learners indicated that their use of the vLE had a large to great extent on student engagement relative to 25% at post-survey # 1 and 47% at post-survey # 2. At post-survey # 2, 30% of Lead Learners also indicated that their use of the vLE had at least a moderate to moderately high impact on student engagement. With respect to the impact of the TLF initiative on student learning and achievement only 8% of Lead Learners indicated that their use of the vLE had a large to great extent on student learning relative to 37% at post-survey # 2 using a seven anchor point scale. A relatively high percentage of Lead Learners (i.e., 52%) indicated that at post-survey # 2, their use of the vLE had at least a moderate to moderately high impact on student learning and achievement.</p> <p>Lead Learners perceived their use of mobile devices and their use of the vLE impacted 21st Century competencies in students including collaboration, critical thinking, creative thinking, communication, and digital citizenship. Lead Learners indicated that the TLF mostly impacted communication skills, closely followed by collaboration and creative thinking.</p> <p>Overall, these results are fairly promising, given that the focus of the TLF was on building Lead Learner capacity and school-system capacity as a prerequisite and foundational step towards enhancing student learning/achievement.</p>
<p><b>Impact on Instruction</b></p>	<p>One of the key aims of the TLF initiative was to have Lead Learners integrate the use of mobile devices such as iPads and Pro Books into their respective roles at schools. Only 24% at baseline of Lead Learners had indicated that they integrated their use of mobile devices into their roles at school at a moderate to great extent compared to 63% at post-survey # 1 and 72% at post-survey # 2. In their open-ended responses to this question, a number of Lead Learners also commented that their use of mobile devices along with their use of OneDrive and OneNote have significantly enhanced their recording student work, providing feedback to students and collaborating with students.</p> <p>Over the course of the TLF 2015-16 initiative Lead Learners have also become</p>

	<p>more comfortable with sharing with their respective school staff, a basic use of mobile devices. For example, at baseline only 14% of Lead Learners indicated they felt largely or very comfortable with sharing with school staff a basic use of mobile devices compared to 22% at post-survey # 1 and 50% at post-survey # 2. At baseline only 4% of Lead Learners indicated a relatively high comfort level in sharing a basic use of D2L with school staff, relative to 8% at post-survey # 1 and 21% at post-survey # 2. An additional 53% of Lead Learners indicated they were at least moderately comfortable in sharing a basic use of D2L at post-survey # 2.</p> <p>Overall and over the course of the TLF initiative, Lead Learners became increasingly more proficient in the use of board enabled technology resources. The use of D2L represented the technology resource warranting the most opportunity of improvement. This finding should not be too surprising though given that approximately 40 of the 104 Lead Learners were librarians who did not have the same level of access to the D2L platform as classroom teachers did.</p> <p>Lead Learners were asked to provide any additional comments. A thematic analysis of the comments revealed the following three key themes:</p> <ul style="list-style-type: none"> <li>• Tremendous professional learning impacting student engagement/learning</li> <li>• Enhanced self-efficacy regarding use of technology to enable student learning</li> <li>• Impactful networking and collaboration</li> </ul>
<p><b>Impact on System</b></p>	<p>One of the system-level outcomes that the initiative has contributed to is the finding that 100 % of classrooms are now engaged in the vLE, and 100% of all staff have participated in at least one professional learning session via the vLE.</p> <p>Our plan moving forward is to sustain the gains we have made through the TLF by retaining our Lead Learners in all of our schools. We will need to rely more heavily on the use of the vLE and collaborative networking sites and forums for continual learning and sharing. One of the key challenges identified in a debriefing session was the inequity of access to mobile devices amongst schools especially those schools with significant socio-economic disadvantages. This will be an important consideration in our system level planning and roll out of major initiatives such as our Board’s mathematics education strategy and other initiatives.</p>