

Niagara Catholic District School Board: 2015 - 2016

Project Title	Effective Integration of Technology to Foster Transformational Learning
Description	<p>There are four key components to the TLF and 21st C project. They involve:</p> <ol style="list-style-type: none"> 1. Mobile technologies, GAFE & effective technology enabled learning 2. Knowledge Mobilization 3. Wireless & Internet infrastructure 4. VDI (Virtual Desktop Infrastructure) <p>Mobile technologies as well as knowledge mobilization is the main focus of the TLF portion of the project. A portion of the TLF 21st Century Innovation Research Initiative funding will be utilized to support these key components. As part of those key components, we created Google Apps for Education accounts for all students, ELKP-12, as well as senior administration, Principals/Vice-Principals, system leads and support personnel, classroom teachers, educational assistants, early childhood educators, library techs and child and youth workers. The custodians will receive Google ID's in the next phase of our rollout. All members of our curriculum group, the Program department, as well as all members of our special education department have received IDs and have received training on effective integration of GAFE.</p> <p>In the initial part of the year, we identified 8 sites (3 secondary and 5 elementary) to field test the use of Chromebook device and to develop training tools for the board-wide GAFE rollout.</p> <p>This device is accessible to students and schools are encouraged to have students utilize the device to person research, collaborate, create and communicate.</p> <p>A portion of the TLF 21st Century Innovation Research Initiative funding is intended to acquire additional devices to support GAFE. One aspect being explored in order to introduce real-world applications into the classroom, is purchasing devices which would be used by high school students to develop applications that are cross-platform, i.e. can be used on mobile devices supporting Chrome OS, android and iOS as well. The applications would then be tested on the Chromebooks that are being utilized in the schools.</p>
Context	<p><i>Number of students: 45-90</i></p> <p><i>Number of teachers: 3-4</i></p> <p><i>Number of schools: 4</i></p> <p><i>Grades/Program: Gr.7-12</i></p>
Impact on Students	<p>Teacher comments include:</p> <p>GAFE</p> <ul style="list-style-type: none"> • Students are self-directed in their learning choosing to use Google to create

	<p>inquiry projects, even from home and share with the class via classroom</p> <ul style="list-style-type: none"> • Use of Chromebook and Google slides has given confidence and enthusiasm to 3 struggling learners in the classroom who otherwise do not produce written output of similar quality • Use of chrome book for voice typing for students with special needs / writing difficulty- has improved student learning, independence and confidence <p>Literacy</p> <ul style="list-style-type: none"> • Students can easily voice type their ideas and are feeling better about themselves because they are able to finally communicate their thinking • Students are improving their writing skills - use of word processor in programs with autocorrect gives them the ability to notice spelling errors and correct them independently and to feel success <p>21st Century Skills</p> <ul style="list-style-type: none"> • Proven success using Google slides for collaboration in the classroom - working together on projects within Google classroom and using Google drive to share projects
<p>Impact on Instruction</p>	<p>Teacher comments include:</p> <p><i>Real-World & Problem Solving</i></p> <ul style="list-style-type: none"> • The other day my class needed to determine how far a kilometre was. We pulled up Google Maps, created our own map, found our school, map a landmark and then the students one by one placed a marker on the map to indicate where they thought 1 kilometre was. What a great visual representation. We then went for a walk and walked an actual kilometre. When we got back to class we used the ruler tool to actually mark it on our map and see who was most accurate. <p><i>Descriptive Feedback</i></p> <ul style="list-style-type: none"> • GAFE allows for ongoing descriptive feedback DURING the process. Students like that they have a next step when they open their work and I have left comments for them. <p><i>Parent Community</i></p> <ul style="list-style-type: none"> • Google sites was used as a hub for files so both parents and students had access to important information, whereas, Google classroom is restricted to teacher and students. <p><i>PLN</i></p> <ul style="list-style-type: none"> • Everyone on staff is beginning to see the value in using this tool as it makes staying informed, organized and collaborating with others a piece of cake. ...
<p>Impact on System</p>	<p>System planning included:</p> <ul style="list-style-type: none"> • Meeting with stakeholders in each of the various subject councils to continue

	<p>the dialog of effective technology practices.</p> <ul style="list-style-type: none"> • The development of a new educational technology blueprint for the years 2016-2020 and vetting of the blueprint with the technology steering committee, administration as well as the committee of the whole. • Conversations about effective technology integration carried through into the BIPSAW process • The relevant priority in the BIPSAW was to: <ul style="list-style-type: none"> ○ Enhance technology design resources that support digital discipleship and the appropriate response and use of social media ○ Expand social justice experiences, global citizenship and international educational opportunities <p>Knowledge Mobilization (leverage the experience of others within their classrooms/schools):</p> <ul style="list-style-type: none"> • Face-to-face Learning (some examples) • Building capacity at each of the field test schools through a series of visits by the project district lead. • Participate in Google Summits • Training sessions – tech facilitators, Board staff, administrators, ... • Online learning (some examples) • Develop and maintain a Google site to encourage effective technology integration in the classroom. • Utilize an embedded GAFE training program to further support students/staff.
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