

Northwest Catholic District School Board: 2015 - 2016

Project Title	Exploring Technology Integration
Description	<p>We planned and implemented scheduled training sessions for administrative staff, teachers and principals in order to promote sector-wide engagement, foster common understanding, and support capacity building and knowledge mobilization in moving to scale-up pedagogy-driven, technology-enabled practices for optimizing learning. We identified people who were committed to and had a passion for technology. These people became our technology coaches to help us support the teachers and principals to adopt technology into their daily practice.</p> <p>We scaled up the 1:1 ratio of devices to students so that there would be a continued move toward greater personalization of student learning, student voice, differentiation and transitions.</p>
Context	<p><i>Number of students: 677</i></p> <p><i>Number of teachers: 90</i></p> <p><i>Number of schools: 6</i></p> <p><i>Grades/Program: FDK and 5-8, Literacy and Numeracy</i></p>
Impact on Students	<p>Evidence of impact of iPads on student engagement, learning and achievement included:</p> <ul style="list-style-type: none"> • 45% students reported that the main impact of the iPads at school is <i>fun</i>. iPads are fun to use for learning activities. Students reported that iPads were more versatile than pen and paper and more accessible than laptops or desktops. They can get their work done faster. They like using it with their friends for work and socialization. • Some students (about 20%) reported that iPads helped them socialize and work together. For example, <i>“My iPad impacted my friends and I! We all became a little more closer since the iPads came around. We usually all bond when we watch educational videos or do work together and help each other out! The iPads are great!”</i> • While most of the data suggested that student engagement was positively impacted by the iPads, a few students had contrary opinions. For example <i>“I don't like how it takes a lot of recess time to finish work on the iPads because we can't take them home for work. Also others play games and it's distraction to them and to the others”</i> • 76% of teachers reported that iPads have a small (27%) or large (49%) positive impact on student engagement in the area of <i>student interest and motivation</i> and 71% reported iPads have a small (49%) or large positive (22%) impact on student effort.

	<ul style="list-style-type: none"> • 67% of students strongly agreed that the iPads improved their research skills. This is 10% more than the results from the 2015 student survey, which indicated that 57% of students strongly agreed that iPads improved research skills. • 45% of students strongly agree that the iPads improved their creativity at school. This is 10% more than results from the 2015 student survey, which indicated that 35% of students strongly agreed that iPads improved creativity at school. • 40% of teachers reported that iPads had a strong positive impact on communication. Teachers reported that iPads only have a small positive impact on other aspects of learning such as independence, collaboration, organization, and responsibility. • Most students are not sure if the iPads improve their achievement in reading, writing and listening. 67% Teachers reported that iPads had a small (36%) or large (31%) positive impact on achievement in reading. 53% Teachers reported that iPads had a small (29%) or large (24%) positive impact on achievement in math. • The EQAO scores in reading, writing, and math indicate that there has not been a significant increase in student achievement over the time that the iPads were implemented. One teacher explained, <i>“Students don't dig deeply when reading on their iPad. They tend to scan rather than really understand reading within context. Their writing tends to be less formal, which might be appropriate for some assignments; however, they forget to consider the writing traits when using their iPad”</i> • When asked to comment on the impact of iPads on student achievement, teachers tended to revert to comments about student engagement.
<p>Impact on Instruction</p>	<p>Evidence of impact of iPads on teacher practice included:</p> <ul style="list-style-type: none"> • 64% teachers reported using iPads in their classroom in 2016. About a third of the teachers reported using iPads daily in their classroom. • Teachers reported that the iPads had the largest positive impact on the following areas of teaching practice: resources for planning learning for individual students, technology-enabled instruction, assessment and evaluation of student work, responding to the needs of individual students, and knowledge of student development. • Case study: A teacher corroborated the importance of collaborating with a colleague <i>“Having the time and the resources to work with another colleague is very powerful -for creating lessons, for reviewing best practises, for making improvements, - that focus on very specific learning goals. These create better/richer work for students and improve student achievement. This also</i>

	<p><i>has a positive influence on my attitude towards learning which I believe transfers to my students' attitudes towards learning..."</i></p> <ul style="list-style-type: none"> • Case study: A teacher talked about the impact of the iPads on her teaching practice, <i>"The impact on my teaching practice has been that by providing so much information for students to find at their fingertips, it is no longer my responsibility to be the "expert" in the room. The students and I can find the answers together and have in the moment discussions about topics that interest them. It also pushes me to stay current with my teaching practices since the use of technology is constantly changing."</i> • When administrators were asked about the impact of iPads on teaching practice, their responses were mixed. One administrator said it had a positive impact on general teaching practice, another said it had a positive impact on teaching students with special needs, another said it has no impact because teachers don't know how to use them effectively for teaching or that teachers don't have pertinent apps.
<p>Impact on System</p>	<p>SIPS/BIPS: School improvement plans and Board improvement plans include a focus on moving technology into the hands of students.</p> <p>Leadership development: Steps have been taken to support leaders learning in a risk-free and supported environment so that educational leaders have a deeper comprehension of the programs and tools.</p> <p>Ongoing support: To build towards an effective technology-enabled learning environment, a coordinated effort to implement iPad technology in the classroom and support teachers as they transition into full implementation of the iPads in classrooms.</p>