

Superior-Greenstone District School Board: 2015-2016

Project Title	Technology Enabled Learning and Teaching in Superior-Greenstone District School Board
Description	<p>Superior-Greenstone District School Board has invested in leadership development and technology enabled learning and teaching opportunities for all learners with the launch of the Technology Champions program. 13 of our 16 schools will have access to a face to face technology contact to support at the elbow PD and modelling of 21st Century learning for all staff members and students.</p> <p>The Technology Champions have been supplied with a laptop to support their ongoing PD.</p> <p>As well, they will have several opportunities to attend virtual and face-to-face PD hosted by the SGDSB TELTC, as well as PD opportunities outside of the Board to support their learning.</p> <p>The Technology Champions will access Twitter to build community amongst the team, as well as to develop an online PLN to support their individual PD needs and to connect with educators, experts and resources outside of SGDSB.</p> <p>Technology Champions will learn:</p> <ul style="list-style-type: none"> • How to create, organize, collaborate and share with GAFE • How to access to SmartBoard technology to enhance teaching practice • How to access, modify, communicate, assess and provide feedback effectively in the vLE • How to use Twitter to create community with the Technology Champions, develop a PLN and flatten the walls of our schools by connecting virtually outside of our classrooms • How to support all learners with various technology enabled learning and teaching entry points
Context	<p><i>Number of students:</i></p> <p><i>Number of teachers: 13</i></p> <p><i>Number of schools: 13</i></p> <p><i>Grades/Program:</i></p>
Impact on Students	<p>While we do not have systematic evidence of impact of technology on students, teachers, and the system, we do have a few pockets of success. Therefore, in this report we highlight and describe preliminary outcomes based on a sample of anecdotes and observations.</p> <p><i>“My students have become more engaged and are sharing their ideas more regularly with myself, their peers and their parents. Students are constantly asking to try new things and they are demonstrating more risk taking and grit.”</i></p>

	<p><i>“My students are beginning to realize that using technology is more than just opening up a document to type an essay. The students in my classrooms are blogging to share and reflect, using Kahoot to review learning, watching videos to research and problem solve, interacting and connecting with others using Google Hangout and Twitter. Student impact has been immense and there has been more accountability with the use of Google Classroom and even social media groups on Facebook and Twitter. The walls are starting to come down and student awareness and competency in 21C learning has started to increase.”</i></p>
<p>Impact on Instruction</p>	<p>The initiative with the highest perceived impact on teaching practice was Technology Champions.</p> <p>The outcomes of the technology champions initiative are as follows:</p> <ul style="list-style-type: none"> • An educational technology learning community was built with professional development and maintained using social media, e.g., Twitter. Twitter was used to encourage, document, share learning regarding using technology in classrooms and build community and capacity among the Technology Champions. • Teachers did self-directed professional development in schools. • The needs and questions of teachers were addressed quickly by the technology champion in the school. Support is responsive to learner needs.
<p>Impact on System</p>	<ul style="list-style-type: none"> • Continue to move through the phases of implementation with troubleshooting and problem solving as needed. • Begin to collect systematic evidence of the impact of technology-enabled classrooms have on students, teachers, and the system. • Build on the success of the Technology Champions. e.g., Initiate a program for student Technology Ambassadors (TAs) at each school. The objective of the alliance would be to enhance the use of technology for learning. This will also provide leadership opportunities for students within our Board and honour student voice which will assist in informing our planning. • A researcher from Lakehead University will assist in the development of a valid and reliable measure of the 21st Century competency: collaboration. The intended use of this measurement tool is to use it as the dependent variable in future research studies looking at the impact of educational technology on collaboration.