

Wellington Catholic District School Board : 2015 - 2016

Project Title	Broadening Professional Learning Cycles with Technology-Enabled Learning
Description	<p><u>Overall Inquiry Statement:</u></p> <p>If students are introduced to a blended learning environment supplemented by meaningful use of tablets (FDK-Gr 2) or Chromebooks (4-10) then student engagement, collaboration, and oral communication (FDK-Gr 2 only) will be enhanced.</p> <p><u>Project Focus:</u></p> <p>Students and teachers will be introduced to Google Apps for Education, Chrome Extensions such as Read and Write for Google, and the vLe as a way to enhance the blended learning experience in their classroom.</p> <p><u>Projected Outcomes:</u></p> <p>Once look-fors are developed by teachers for collaboration, student engagement and oral language development (FDK-Gr 2 only) then teachers and students will be speaking the “same language” and teachers will be able to monitor learning goals, target success criteria and there should be an improvement in student learning skills if there is an enhancement achieved.</p>
Context	<p><i>Number of students: 790</i></p> <p><i>Number of teachers: 27</i></p> <p><i>Number of schools: 10</i></p> <p><i>Grades/Program: FDK-2, Gr.4-8, Gr.9-10</i></p>
Impact on Students	<p><i>Secondary Project (Gr 9/10):</i> The evidence of enhanced communication and collaboration between student and teacher within D2L and Google Apps for Education was highly visible with the use of Google Docs, Padlet, Google Slides, Newsfeed within D2L, Google Forms, Mindomo, D2L discussion forums, Kahoot and Read &amp; Write tools. Critical thinking was addressed, but in smaller pockets and this will continue to be an area of greater emphasis in future projects.</p> <p><i>Elementary Project (Gr 4-8):</i> The evidence of enhanced communication and collaboration between student and teacher within D2L and Google Apps for Education was highly visible with the use of Google Docs, Padlet, Google Slides, Newsfeed within D2L, Google Forms, Mindomo, D2L discussion forums, Kahoot and Read &amp; Write tools. There was more student to student communication and collaboration with evidence of Padlet being used in a differentiated manner among student groups. This ensured student learning needs were met using universal design and differentiated instruction with the goal of improving meta-cognition skills in literacy. Student engagement was highly visible in this project based on creative task redesign by the teacher with a greater focus on student to student collaboration and communication.</p>

	<p><i>Primary Project (FDK-Gr 2):</i> The two clearest indicators of success were student engagement and collaboration. This was evident in post survey feedback from teachers in which 76% of the group indicated a change in at least two target students in the area of engagement and collaboration. Common criteria were generated by teachers at the beginning of the project to ensure the measurement of these indicators was consistent. Students were able to problem solve tablet and academic tasks in small groups with limited teacher input and the exposure to tools such as We Video and Explain Everything gave students an opportunity to enhance their oral language skills.</p>
<p><b>Impact on Instruction</b></p>	<p><i>Secondary Project (Gr 9/10):</i> After a professional learning session on building a lesson around success criteria and learning goals in a digital format, teachers produced lessons that aligned with curriculum expectations and impacted assessment practices. This was evidenced by their production of a lesson created in HTML format which was created in D2L. In future projects there will be a focus on moving educators from teacher-centred learning approaches to a student-centred learning approach.</p> <p><i>Elementary Project (Gr 4-8):</i> Teachers delivered activities with integration of technology. Technology was used on a regular basis; however, not as frequently as in secondary. Utilization of the tools was naturally embedded with curriculum and assessment practices without the need for focused professional learning days that focused on instructional practice. Teachers were not as comfortable using as many tools on a personal level; however, these teachers were much more comfortable introducing unfamiliar or novel tools to their students to explore and gain expertise on their own. In future projects these teachers will be encouraged to select tools which are specific to learning goals/success criteria that support student learning and achievement.</p> <p><i>Primary Project (FDK-Gr 2):</i> Teachers reported that tablets would only be used when there was a purposeful task that the tablet would add value to. Teachers indicated that they needed to become familiar with the tools before they were able to see the link to existing curriculum and assessment practices. Common anecdotal comments indicated teachers needed approximately 1-2 weeks to “digest” a new tool functions before they could see how it could be used meaningfully in the classroom. Once this was accomplished, tools were integrated into existing curriculum. Teachers found the sharing of ideas with colleagues regularly to be helpful in expanding use of tools.</p>
<p><b>Impact on System</b></p>	<p>Digital initiatives have generated interest from K-12 with teachers volunteering to be part of the project. Our program coordinators will be linked with members of the digital team on all projects for next year. This is the first year that this has happened. This ensures there is knowledge of research-based instructional and</p>

	<p>assessment practices as well as a wealth of technology proficiency in each project.</p> <p>Significant growth in use of the virtual learning environment was seen with usage increasing to approximately 62% of our student population.</p> <p>Technology-enabled learning has taken a greater focus on our BIPSA. Our Special Education team continues to work closely with our Digital Learning Coach to support all learning needs in the classroom creating a de-stigmatized approach to personalized digital tools such as: text-to-speech, speech-to-text and editing tools.</p>
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