**A Shifting Landscape:  
 Pedagogy, Technology and the New Terrain of Innovation   
in a Digital World**

**A Pilot Project: Phase 1**

**Submitted by Curriculum Services Canada**

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# Envisioning the Project Landscape: Introduction to a Metaphor

In delineating the first phase of this pilot project entitled *Teaching and Learning in a Digital World: Pilots for System Learning Initiative,* we have used a landscape metaphor as a way of providing an overview of the project as a whole. We also use the landscape metaphor to describe the innovations that school boards have undertaken in order to incorporate new technologies in their teaching and learning with students, staff, and administrators in 35 English boards and 12 French boards across the province. Metaphors are often used in research (Clandinin & Connelly, 1995, 2000; Lawrence-Lightfoot & Davis, 1997) to help consider and organize data and to outline and title the research itself as we have done here.

Like the projects described in this study, landscapes are diverse and changeable. As in each of the 47 projects, differing terrain calls for particular needs and action (Dewey, 1938). Specific circumstances emerge locally according to topography, population, and a desire for an innovative outlook. Differing visions can provide impetus for change such that given new conditions, multiple elements that comprise a landscape can flourish. In these projects, which are locally conceived, the seeds of innovation can provide the sustenance needed for new learning conditions that can sustain students and teachers in the technological future that is upon us.

In this phase 1 report, descriptions of the projects are provided to this point in time. Numbers of participants including students, teachers, and staff are noted; grade levels and the technology being utilized are described, as are any partners in individual projects.

In the following chapters, the purpose and background for the study and the methodology are described, as are the projects and their participants. Designing new landscapes for technological use in teaching and learning in these projects is well underway as the first segment of this pilot project demonstrates.

# Chapter 1: Planning Future Vistas: Background and Purpose

**Purpose**

In this phase 1 report, initial data from *Teaching and Learning in a Digital World: Pilots for System Learning Initiative* are delineated. These projects were designed to support school boards initiate and extend digital learning in specific projects over the course of the 2011 -2012 school year. Consistent with the government’s ongoing direction to enquire into best practices for digital learning in Ontario school boards now and in the future, this pilot project follows from both provincial and global investigations into how to equip schools for 21st Century teaching and learning. Topics include student engagement, collaboration and partnerships, and assessment strategies that can serve local, provincial, and global audiences in their quest for continued excellence in Ontario schools.

The purposes of this study include:

* Insight into board **vision** for 21st Century learning including outcomes for the knowledge society and digital economy; optimizing learning through collaboration, differentiated instruction and personal learning; student choice and engagement; providing evidence-based information on strategies that enhance student engagement and accomplishment.
* Building **digital citizenship capacity** for collaboration, skilled communication, and critical thinking; problem solving and innovation and awareness of healthy use of technology and issues of safety.
* Issues surrounding **innovative teaching practice** such asknowledge sharing, teacher leadership, evidence-based communities of practice including partnerships among, between, and across jurisdictions, and dedicated collaboration for ongoing improvement with the use of technology.
* Focus on **student engagement and achievement** in self-learning, student voice, choice, and engagement.
* Noting **learning environments** being implemented using technology for enhancing pedagogy.
* Providing evidence of **parent and community engagement** for both in-and out-of-school collaboration and engagement in digital learning and communication.

**Background on the Pilots for System Learning Initiative**

The following information on the Pilot Studies Projects is drawn from information provided by the Ministry of Education (2010-2011) and the Council of Ontario Directors of Education (CODE) who, in January of 2011 indicated their intention to work in partnership to support school boards interested in participating in pilot projects on effective practices for teaching and learning in a digital world. These projects were to align with the purposes noted above.

Boards submitted an outline of their pilot project idea for consideration in February 2011. The Ministry and CODE jointly reviewed all submissions, and the final project list was shared with participating boards. Curriculum Services Canada (CSC) was selected by the Ministry to work with participating boards in documenting their innovative projects with evidence of impact on teaching and learning within a common research framework for all funded projects and to prepare both a Phase 1 report in March 2012 and a final report in the summer of 2012.

This pilot project has its roots in a roundtable gathering hosted by the Ministry in June 2010 where educators and students from around the province provided input on the topic of teaching and learning in a digital world. Further meetings followed in 2011, widening the circle to include dialogue with the Partnership Table, CODE, and the Ontario Association of Deans of Education (OADE).

Along with local and provincial visions for technology use in teaching and learning in schools, the landscape for this project is also influenced by an even wider view: that of a whole system change and a more global perspective for continued reform and capacity building for the 21st Century.

**Understanding Underlying Topography Before Implementing New Tools: Placing Pedagogy Before Technology**

An important distinction applicable to this pilot study is noted in a Ministry letter in December 2010. In that letter, reference is made to the importance of pedagogy as the driving force for technological innovation so that technology does not act as a distraction, impeding student engagement rather than enhancing it.

A book published through the Organization for Economic Co-operation and Development (OECD) entitled “*Inspired by Technology, Driven by Pedagogy: A Systematic Approach to Technology-Based School Innovations (2010)* emphasized that point among others, as do recent papers and articles in the educational literature. For example, in a recent article by Graham & Richardson (2012), they note that “when it comes to AT and its current application within the current public education schooling experience, there would still appear to be a distinct emphasis on putting the technology well before the pedagogy. It is certainly the trend in the workshops, in the training, and in the purchase of devices and software related to educational technology that we have noted for several years now as educators and researchers within a large, teacher training facility” (p. 7).

Lin (2007) claims that when the pedagogical link is missing, one is left with no more than “technolust,” a term he coined to describe the unnecessary and unfounded purchasing of technology (p. 416). In line with this pilot study, Lin notes that “…an appropriate performance analysis, which emphasizes the analysis of performance gaps, the learning needs, goals, and identification of underlying [issues],   
should be conducted to justify which technologies are the best fit and can supplement [the] intervention” (p. 416).

Graham & Richardson conclude that, “there is an absolute need for a formalized provincial and/or national thrust which advances a communal approach to education and the use of AT; perhaps utilizing an overall approach such as the one advanced by Wenger, McDermott, and Snyder (2002) when they describe ‘communities of practice.’ Also…perhaps developing an online community specific to AT would allow for the convenient and dynamic exchange of information [which could] serve as a key source of inspiration; perhaps providing teachers what Kitchenham (2006) identifies as truly transformative learning experience” (p. 14).

This pilot project is situated in an important time when clarity and compelling insights into our technological future are needed to continue system reform initiatives that can move teaching and learning forward in the 21st century.

# Chapter 2: Tools for Uncovering New Ground: Research Methodology and Methods

**Study Methodology**

For the purposes of this study as a whole, we are utilizing case study methodology as a viable way of gathering data from each of the 47 sites chosen – 35 English and 12 French - in order to provide insight into the individual projects according to the aims of the study. In this phase 1 report, the initial data is detailed, with the full, final report following in the summer of 2012.

As stated in Chapter 1, the study is designed to investigate the impact of the projects on instruction and student engagement and ultimately, on student learning, engagement, and achievement; to identify promising practices that merit further investigation beyond the length of this study; and to make recommendations for how to support teaching, learning, and student success through technology-enabled programs and practices that could influence provincial policy and local decision making.

In terms of methodology more specifically, we are using a collective case study (Stake, 2005) because in understanding each particular project, we can also gain a better understanding of the larger collection of projects as a whole. Because projects vary according to school board, grade level, and type of digital engagement, in phase 1, each project is described in detail in order to better understand the unique characteristics and potential outcomes of each particular case. Each project will be revisited individually and also collectively when the school boards submit final data in June 2012.

In this phase 1 report, quantitative data focusing on items such as grade level of projects; number of teachers and staff included in projects; numbers of students impacted by projects; curricular focus of projects; variety of digital tools being utilized and community partners, if any, are documented in the following chapter.

In phase 2, a concise understanding of best practice across and among projects as a whole will be available for analysis from the data provided by school boards at the conclusion of the pilot study. At that time, themes of instruction, student engagement, and student achievement can be made visible across and among projects as well as on an individual case basis, and also highlighted for student success and future initiatives that could influence policy and decision making at both local and provincial levels.

Case study research is well established in various disciplines such as law and medicine, as well as education (Coles, 1993; Sacks, 1990, 1995, 2010) as a means of gathering and explaining particularities about individual cases, and also about what may be common across cases. Case study research focuses on both the process of gathering data, and the final report (Stenhouse, 1984). Case study lends itself to analyzing both qualitative and quantitative data such as we have received for phase 1 and will be receiving in more detail at the conclusion of the pilot study in June 2012. The depth and breadth of data is dependent on information received from individual sites. In total, the data will provide a rich and detailed description of the social situation at each site that then can be woven into the final report using thick description (Glesne, 2006; Schwandt, 2001).

Ideally, this methodology allows us to provide a detailed picture of each site or case according to the comprehensive self-reporting guide provided to project leaders and supported through webinar sessions and personal interactions with the research team, as necessary throughout the study. When compiled as a whole, the data will provide the research team with themes and narratives that align with the study purposes as well as with quantitative data.

**Data Collection Methods**

In order to be congruent with the objectives of the study, data has been collected using the comprehensive self-reporting template noted in the Framework document and discussed through webinar sessions with project leaders at each site.

For phase 1, the framework data includes a description of each project, numbers of students involved, numbers of teachers and staff, grade levels, curricular focus, and project partners. From this information, we have made initial observations and noted some emergent themes that cross projects as a whole. In phase 2, we will be able to add to our observations and information about these themes. We also will be able to add qualitative data based on interviews with a sampling of project leaders that includes narratives of experience that describe situations and events they wish to highlight about their projects. Unique features and commonalities among and across projects will emerge from this data.

Support has been and will continue to be available in person or by phone from the research team for any project team that is experiencing difficulty as they progress through the final stage of their projects.

# Chapter 3: Inviting Insights for Laying New Land: Describing Participants and their Projects

Beginning in January 2012, project leaders from participating school boards submitted interim reports using the reporting template distributed by Curriculum Services Canada and detailed in the October 2011 report: Proposed Framework for Research Study.

The interim reports provided clear, detailed information on the planning, monitoring and implementation of pilot projects. The research team set out to find meaning and unearth connected themes across and within the submissions.

The matrix and categories used in the Final Report of the Building Blocks for Education Summit (Michael Fullan and Sir Michael Barber, 2010) provided a practical and expressive means to analyze the broad range of information submitted in the interim reports.

The matrix provided an effective means to capture patterns of evidence related to sustainability, pedagogical focus, theory of action, and capacity building. As such, the matrix provided the critical elements and filters that guided the development of the criteria for the selection of projects with promising practices that merit possible further investigation beyond the 2011-12 year. The criteria and the identification of pilot projects are provided in a separate document.

The **Project Overview Charts** for each of the pilot projects follow. The charts provide the reader with a brief summary of each project, using the following categories from the Fullan/Barber report (identified above).

* Project Title
* Brief Description (see Appendix A and Appendix B for full descriptions submitted)
* Context
* Impetus (rationale)
* Goals and Priorities
* Theory of Action
* Standards and Targets
* Phase of Change (start of implementation)
* Assessment, Use of Data
* Capacity Building in Teaching
* Leadership, Sustainability (system focus)

The research team has interpreted and been selective with the information contained in the charts, but have not edited the statements submitted by the project leaders.

**Algoma District School Board**

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| **Project Title** | Netbooks ... A Gateway to Improving Learning, Teaching and Technology Use in the Junior Division |
| **Brief Description** | Netbooks are being introduced to students in Grade 4 to improve the development of keyboarding skills and to enhance cross-curricular use of technology |
| **Context** | Number of schools: 33  Number of classrooms: 45  Number of students: 1040 (All students in Grades 3/4, 4, & 4/5 classes) |
| **Impetus** | Students are using technology, specifically computers, as a tool in their learning and need to be guided towards efficient keyboarding habits |
| **Goals & Priorities** | Each school with grade 4 students has been provided with a cart of 10 to 25 netbooks based on the size of the student population. Netbooks will also be used to support student learning and the development of technology skills. (i.e. presentations, media Literacy, spreadsheets, etc.).   * All students in Grades 3/4, 4, & 4/5 classes will receive at least 15 minutes per day of targeted keyboarding instruction/practice * Use of ‘All the Right Type’ for instruction, practice, assessment and data collection |
| **Theory of Action** | Keyboarding is an essential & life-long skill. Efficient keyboarding skills will allow students to emphasize concept development instead of key location.  The introduction of Netbooks and the use of keyboarding software are the tools for the development of keyboarding skills in the project. |
| **Standard and Targets** | By June 2012, 85% of the students participating in the keyboarding initiative will reach the target of typing 20 words per minute (wpm). |
| **Phase of Change** | Early stages  Implementation started Feb 2012 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Student attitudes and engagement related to keyboarding skill development will improve as a result of the introduction of Netbooks  Students will demonstrate improvement in their development of keyboarding skills over the year.  Teachers will be provided training to implement the Netbooks and supported in the integration of technology into other curriculum areas.  Data will be used to assess overall effectiveness of project. |
| **Capacity Building in Teaching** | Through Program support, teacher capacity will be built to utilize technology in daily instruction and across various content/subject areas. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Principals will monitor the targeted, evidence-based strategies at their schools. |

**Avon Maitland District School Board**

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| **Project Title** | Technology Enhanced Collaborative Teacher Inquiry |
| **Brief Description** | Beginning in semester two, each of our nine high schools will select a department to participate in a collaborative inquiry project. The nine departments will focus their inquiries around instructional practices, with each school team/department creating its own inquiry question.  The Math teachers involved in this project will use blended learning in their classroom. |
| **Context** | Number of schools: 9 (Secondary schools)  Number of classrooms: up to 40  Number of students: 135 |
| **Impetus** | Over the past three years we have been exploring teacher inquiry models as a means of de-privatizing teacher practice, building teacher efficacy and teachers’ collaborative professional skills. We believe this is key to large-scale change to instructional practice. |
| **Goals & Priorities** | If we marry the use of technology to collaborative inquiry, we should be able to augment, or at the very least, enhance professional collaboration, networking and the sharing of promising practices, thereby improving instruction across the Avon Maitland District School Board. |
| **Theory of Action** | Technology is an essential element to this pilot project because it will allow for the spread of promising practices across our school board. As a geographically large school board, networking teachers and sharing practices is challenging.  We want to see if the opportunity to network and the use of networking tools by teachers, translates to similar classroom practices for students |
| **Standard and Targets** | Inquiry teams will improve at least one ‘level’ in the act/observe area of the collaborative inquiry continuum  Inquiry teams will improve at least one ‘level’ on the networking continuum |
| **Phase of Change** | middle stage of implementation  Planning began Feb 2011 (collaborative inquiry)  Purposeful use of Technology (networking) began Feb 2012 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *instructional practice.*  Monitoring increased use of technology for collaboration and networking in the participants’ classrooms. Inquiry team members will identify their beginning positions on a networking continuum which identifies traditional and digital networking activities. Team members will re-evaluate their level of digital networking following the completion of the inquiry cycle. |
| **Capacity Building in Teaching** | The Co-ordinators/Support Teacher will facilitate the team meetings while simultaneously building the facilitation skills of the department head to lead his/her own team. School teams consist of five to seven members of the same department within a school. The teams identify a problem of practice that connects to their department Literacy or Numeracy goal and/or a School Effectiveness Framework indicator (related to instruction). This becomes an inquiry question. The alignment of the inquiry question, the department goal and school goals help teachers see the relevance of the work, as does the connection to an authentic problem of practice. |
| **Leadership, Sustainability** | Clear evidence of support from Program staff, and Department Heads. The department-based collaborative inquiry teams are designed to empower the departments to operate with the mindset of collaborative inquiry, even after central support is withdrawn, thereby sustaining a version of collaborative inquiry within the department. |

**Brant Haldimand Norfolk Catholic District School Board**

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| **Project Title** | 21st Century Teaching & Learning Pilot Project |
| **Brief Description** | The project provides the following technology upgrades to ensure all primary teachers have equity of access:   * A Netbook for each classroom teacher of Grades one, two and three; * infrastructure upgrades to provide wireless network access and LCD projectors; * training in terms of technical skills use of Digital Learning Reading Software |
| **Context** | Number of schools: 32  Number of classrooms: 90 (the target group is primary teachers, grades 1, 2, 3)  Number of schools: 1800 |
| **Impetus** | In response to recommendations to the BHNCDSB from the Educational Technology Strategic Planning Workshop conducted by IBM's Education Division in the fall of 2009, a decision was made to implement a pilot project that aligns technology with Student Achievement priorities. |
| **Goals & Priorities** | We will use Information Communication Technology to enhance teacher practice and student engagement to improve student achievement in the primary literacy SMART goals identified in the Board Improvement Plan. |
| **Theory of Action** | The value in technology-supported pedagogy is two-fold as it has the potential to engage both students and staff in collaborative activities and provides the opportunity for students to express an authentic voice in new and engaging ways. Educators must be given and be prepared to use technology tools and they must be collaborators in learning, constantly seeking knowledge and acquiring new skills along with their students. |
| **Standard and Targets** | All primary teachers have equity of access to a stated standard of technology. |
| **Phase of Change** | Mid stages of implementation  Initial implementation started Jan 2011, Phase 2 related to this pilot started Nov 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *instructional practices*  Data will be used to assess overall effectiveness of project. |
| **Capacity Building in Teaching** | The focus will be based on teacher feedback around the support they need as they continue to use technology in the classroom. The between session time will allow teachers to explore and use the technology and digital resources in their classrooms. Ongoing support is provided by a designated IT technician and the IT consultant. Literacy teachers and Special Education Teachers have also received in-service on the Digital Learning resource to ensure consistency in awareness and implementation. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  We are working with an external educational consultant who has expertise with using Netbooks and the Destination Reading program  The District Student Achievement Team then developed a draft proposal to enhance the use of technology in our schools. The proposal includes a business plan, deployment of technical resources, and training connected to the “why” statement. |

**Bruce-Grey Catholic District School Board**

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| **Project Title** | Teaching and Learning in a Digital World – Pilots for System Learning Initiative |
| **Brief Description** | As learning teams, teachers and students are paired with IPADs to co-teach the technology and unfold applications to subject and interdisciplinary learning. |
| **Context** | Number of schools: 9  Number of classrooms: 18  Number of students : 25 (Learning disabled students in identified elementary schools) |
| **Impetus** | Students (LD) at the elementary level have previously used laptops to accommodate their literacy needs. It was noted that when these same students reached the intermediate/secondary levels, they tended to abandon their laptops due to the stigma that is attached to specialized equipment. |
| **Goals & Priorities** | Students help teachers overcome their apprehension about new technology learning and teachers help students understand how the technology assists them as learners. |
| **Theory of Action** | For students who have been stigmatized with traditional technological aids, the IPAD and learning partnership with a teacher could help increase the use, and provide the student with a way to use the technology for learning without the current stigma that specialized equipment brings with it in the Secondary environment. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages  No dates specified |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Surveys of teachers and students have been conducted to obtain baseline data and will be repeated near the end of the current school year to identify the impact of iPads on student and teacher learning. |
| **Capacity Building in Teaching** | Students with LD and their teachers received iPads and are co-learners in their efforts to use the technology to enhance instruction and learning. |
| **Leadership, Sustainability** | Clear evidence of support from IT. Additional supports not identified in report. |

**Durham District School Board**

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| **Project Title** | Grade 3 iPod Project |
| **Brief Description** | Each school with the DDSB had the option of preparing a proposal to a central steering committee of how they might use a class set of iPod touches within a wireless environment in their classroom and school |
| **Context** | Number of schools: 5 Schools  Number of classrooms: 5 Classrooms  Number of students: 100 (Grade 3 students, Literacy focus) |
| **Impetus** | Our district has, traditionally, focussed on a technology model that has relied 3 or 4 desktop computers hard-wired to drops at the back of classrooms. It is believed that this structure has hindered students from actively using available technology and instead created less authentic experiences. |
| **Goals & Priorities** | The iPod project is an opportunity to provide mobile technology to students when and where they need it. This technology will be available to them throughout each day and throughout the entire school. (At the point of Instruction and Learning.) |
| **Theory of Action** | Project is intended to explore how hand-held technology can be leveraged to improve student engagement and achievement at the Primary level. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Very early stages, no specifics yet identified |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  improved attendance and participation (anecdotal)  Teacher reports broadened repertoire and confidence while integrating technology (survey)  Improved achievement in literacy skills (common assessment) |
| **Capacity Building in Teaching** | Training stated but no details provided |
| **Leadership, Sustainability** | Clear evidence of support from IT department at system level.  Training Support has been offered by Apple Canada |

**Greater Essex District School Board**

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| **Project Title** | Innovative Teaching Practice – Blended Learning/ Digital Tools |
| **Brief Description** | Our Board is testing the new Enterprise Portal\*\* / School Bundle with a group of Power Users. A group of teachers, administrators and students (Power Families and Power Schools) will be piloting the technologies within the Enterprise Portal from March – June. |
| **Context** | Number of schools: Tentatively –12  Number of classrooms: to be determined  Number of students: 500  One classroom per division (i.e. early years, primary, junior, intermediate) at each of 10 elementary schools  One department (possibly multiple sections) at each of 2 secondary schools |
| **Impetus** | There is an increasing recognition that educators and schools need to employ digital technologies, not because there is necessarily a link to traditional forms of how student achievement is measured, but because technologies are increasingly a part of children’s lives in a 21st century society. |
| **Goals & Priorities** | The impact of what is learned from the pilot schools will be important for the teaching and learning potential during the roll out of the Enterprise Portal functionality for the entire Board in the fall of 2012.  Embedding this technology into teachers’ daily practice will impact the effective use of technology within our classrooms and positively impact the engagement of students. |
| **Theory of Action** | The Enterprise Portal School Bundle project firmly embeds technology into everyday practice for teaching and learning. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages.  January 2012 start of implementation |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, and instructional practices*  The project is intended to streamline instructional practice so that Board roll out in September 2012 goes smoothly.  Effectiveness of a teacher training program related to the Enterprise Portal Mysites , Enterprise Portal Collaborative tools, and Enterprise Portal webpage/site publishing  Impact on Student Behavior in regard to Digital Citizenship |
| **Capacity Building in Teaching** | The schoolBundle portal solutions makes it easy for teachers to create personalized communications, post homework and extra credit assignments, develop blogs, photo galleries and podcasts to share ideas and information with students, parents and each other. |
| **Leadership, Sustainability** | Clear evidence of support from IT, and Administration.  Ongoing interactions with our Community of Practice Cluster : Near North DSB, Northwest Catholic District School Board, Simcoe Muskoka Catholic DSB, St. Clair Catholic District School Board and the development company Concept Interactive/School Bundle Inc. |

**Halton District School Board**

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| **Project Title** | Bring I.T.! - Encouraging Personal Devices in Schools |
| **Brief Description** | With the expansion of wireless network availability in our board and the cancellation of a board-wide ban on such devices, schools being encouraged to embrace the use of this student and staff-owned technology within schools and classrooms by allowing students to … Bring I.T.! |
| **Context** | Number of schools: 15Number of classrooms: 36Number of students: 900 Geographical and division-specific sample of grade 4-12 students in a variety of programs and schools across our board |
| **Impetus** | Encouraging the use of personally-owned technology and applications |
| **Goals & Priorities** | The desired impact of this pilot (ultimately) is to encourage the use of personally-owned technology across a wide variety of classrooms across our board   * students will learn to be more responsible and effective in their use of personal technology to enhance the classroom learning environment; * a broader range of opportunities for differentiation and student engagement is provided;   The goals include: increased student engagement and a wider range of instructional practices with technology in classrooms as well as increased opportunities for differentiation. |
| **Theory of Action** | The research focus for this initiative is to determine if the acceptance of personal devices in classrooms will lead to enhanced learning and improved access to technology If we allow students to bring personal devices to the classroom (within a continuum of implementation), and we implement strategies to support these devices both prior to and during the initiative, and teachers are provided with a combination of co-planning, co-teaching and professional collaboration, then our goals will be achieved |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages of implementation  December 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, and student outcomes.* Data is being used to answer:   * Does allowing students to use their personally owned technology devices and applications support achievement and engagement? * Is overall access to technology increased for all users as demand for board-provided technology is eased and augmented by personal devices? |
| **Capacity Building in Teaching** | At our kickoff session in December teachers shared the way their students were already using their own devices for learning. Teachers added 17 lessons to our ICT Classroom Activities database which is available to all teachers in the board. In addition, teachers identified which uses of technology they intend to implement with their students first. The document created to assist teachers in getting started with having students use their own devices in class is being used as a resource by other schools not involved formally with the project |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Comprehensive system-wide initiative involving all partners in the process |

**Hamilton-Wentworth Catholic District School Board**

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| **Project Title** | iPads in Education |
| **Brief Description** | Implementation of iPads as a teaching and learning device in three schools (two elementary/one secondary). |
| **Context** | Number of schools: 3 (2 elementary/1 secondary)  Number of classrooms: Varies by site  Number of students: 150  Grade 3, Grade 7-8, Grade 9 Applied English |
| **Impetus** | 1. Board-wide initiative to have all schools with WiFi access; 2. Introduction of Bring Your Own Device policy; 3. Purchase of 3 iPad carts (30 iPads in each) |
| **Goals & Priorities** | These devices will be used to enhance the integration of technology as an instructional tool and provide a tool that will support greater student engagement. |
| **Theory of Action** | This project will examine the possible impacts of tablet technology in the classroom in order to better inform future purchases of technology. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Introduction fall 2011,  First use began Dec 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  The long range plans regarding board-wide change will be examined after this project is completed and results are examined.  Students will report their impressions of iPads as devices that support their learning  Teachers will report on their impressions of iPads as a teaching and learning tool.  Report card grades, EQAO results compared to baseline data |
| **Capacity Building in Teaching** | In-service training provided to staff |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Support from Apple Canada |

**Hamilton Wentworth District School Board**

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| **Project Title** | Digital Citizenship: Living, Learning and Leading in Digital Spaces |
| **Brief Description** | HWDSB’s pilot project has a working title of *Digital Citizenship: Living, Learning and Leading in Online Spaces* and focuses on what it means to be an ethical, socially responsible citizen on the internet and in today’s digital world. |
| **Context** | Number of schools: 15  Number of classrooms: 15  Number of students: 375  The pilot is focused on grade 4 – 9 students in 15 classrooms in 15 schools |
| **Impetus** | Increasing number of requests from principals for presentations re: digital citizenship with a focus on grade 4 – 9 |
| **Goals & Priorities** | This pilot will also inform and guide our 21st Learning Policy development which is in progress this year. The overall goals are to educate, engage and empower students to be active, ethical and responsible digital citizens reflecting in an ongoing way how they participate and contribute in our digital world The project is intended to impact student outcomes related to inquiry-based learning, collaboration and communication and have a positive impact on student engagement as students will be partners in the conversations about the five core themes: participation, identity, privacy, credibility, authorship and ownership. |
| **Theory of Action** | Systemic focus in grade 4 – 9 where Digital Citizenship becomes a part of our school culture and the lessons are not delivered in isolation but integrated as appropriate to the learning task in a relevant |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Fall 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement*  Students can articulate the importance of personal responsibility for online ethical participation  Students reflect on how to be a good citizen in a world where the on-line environment is just as important as the on-ground environment |
| **Capacity Building in Teaching** | A team of teachers and consultants will develop a toolkit that offers choice in rich, diverse lessons around five core themes. The students will learn alongside with staff (teachers, principals, support staff) how we all need to think habitually about online life in ethical terms  develop a toolkit of activities / lessons based on the five core themes where educators can choose the most appropriate lessons |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  There is a focus on working with the leaders (principals / vice-principals) in each of the schools discussing how Digital Citizenship is a part of school culture and weaved into the Learning Skills and Character Education in the day to day learning and teaching in the school School-based requests from Principals to 21st Century Fluencies principal & consultants for presentations on digital citizenship to specific grades and classes  Scenario-based learning session with 60 principals / vice-principals. |

**Huron-Perth Catholic District School Board**

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| **Project Title** | Cast Your Net |
| **Brief Description** | Our “Cast Your Net” initiative is intended to provide mentorship for all students in their use of Social Media and technology. |
| **Context** | Number of schools: 18  Number of classrooms: 715  Number of students: 4500 (grades 1 to 12) |
| **Impetus** | Huron-Perth Catholic District School Board believes that a glaring need exists to mentor all our students in the world of social media, both in and beyond the school walls |
| **Goals & Priorities** | Our 21st Century Learning Committee has developed a blueprint for the implementation of 21st Century teaching and learning strategies to support and enhance Catholic education in the Huron-Perth Catholic District School Board. Our goal is to create greater awareness of social media and other forms of electronic communication by students, teachers, and parents, to ensure appropriate educational use of these technologies in our Catholic schools. |
| **Theory of Action** | We believe that social media can serve as the ultimate toolkit for the teacher to differentiate curriculum.  Research has led us to conclude that use of social media and web tools in the classroom offers significant advantages to students and teachers. Students can be linked and a personal network can be created, where a child’s interests, abilities and limits, are taken into consideration to create the “most suitable” education for all. |
| **Standard and Targets** | All students will receive instruction on Ethical and Responsible Use of Information and Communication Technology during the week of April 10 to 13. As well, a Board-wide Catholic Student Leadership Forum will be held on February 28, designed to promote and communicate the Student Voice in the use of Social Media in our schools. |
| **Phase of Change** | Very early stages of implementation  Feb 2012 start |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *instructional practices*  Observed: teachers using social media and digital mentoring in their instructional practices. Students using social media in the classroom, as a part of project-based learning.  Number of teachers that have been trained. |
| **Capacity Building in Teaching** | Teachers and parents need to have the necessary training and exposure to new technologies in order to be in an appropriate position to fulfill the mentoring role of our digital youth.  Professional Development will be provided on Ethical and Responsible Use of Information and Communication Technology. Teachers will be supported to teach their students how to use digital communication ethically and responsibly, for educational purposes |
| **Leadership, Sustainability** | Clear evidence of support from Program staff and Administration.  We are working with the Catholic Curriculum Cooperation, OPHEA, and the Ministry of Education |

**Huron-Superior Catholic District School Board**

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| **Project Title** | Use of a Learning Management System (Blended Learning) within Secondary Programming |
| **Brief Description** | Provided in a face-to-face classroom environment, the Learning Management System (LMS) will act as a web portal for students and teachers. This model of instruction has recently been referred as Blended Learning. |
| **Context** | Number of schools: 2 (secondary)  Number of classrooms: 20  Number of students: 400 (grades 9 – 12)  Secondary English, Math and Social Science programming |
| **Impetus** | There are three motivating factors identified at our board:   1. Limited use the Learning Management System 2. Laptop programming (present “Laptop Program” involves only a small number of students (mostly high achieving). 3. Board wide Professional Activity session on “21st Century Learner Digital Learner” presented by Ian Jukes |
| **Goals & Priorities** | The use of the LMS is essential, as the following benefits may be provided to our students:   * Differentiated instruction provides learning opportunities for the different types of learners within our classroom and during after-school hours * Students may become more engaged in their learning * The LMS can provide students with immediate feedback * Students may be more motivated to edit/revise work before peer review * Using the LMS may facilitate student led discussion * Parents can be more actively engaged in the learning activities of their child |
| **Theory of Action** | Blended learning is a model of differentiated instruction that employs online tools within a “face-to-face” classroom environment. The LMS will contain the tools that are essential in creating an online learning environment |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages  Most implementation starts Feb 2012 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*   * Student Engagement: Are digital learners familiar, comfortable and interested in the use of online environments? * Instructional Practices: Does LMS provide additional instructional strategies to teachers? |
| **Capacity Building in Teaching** | * Initial training session with teacher involved in the pilot project   The initial training will provide teachers with an understanding of the tools   * Continued classroom-embedded training: The classroom embedded training/coaching will provide teachers personalized one-on-one training and support on the LMS * Post-training session : The post-training session will provide an opportunity for teachers to share their experiences and best practices |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  The eLearning Contact position has been funded by the Ministry of Education. |

**Keewatin-Patricia District School Board**

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| **Project Title** | Supporting Innovative Teaching Practice with Interactive White Boards and one to one Netbooks |
| **Brief Description** | Within the 3 pilot schools, we have provided interactive whiteboard technology in each instructional space, laptop and desk docking for all teachers, mobile netbook labs for Early Learning to Grade 4 students (shared) and netbooks for each individual student grade 5 through 8. |
| **Context** | Number of schools: 3 elementary schools  Number of classrooms: approx. 45  Number of students: 1100  All students and teachers Early Learning to Grade 8 in each of the three schools |
| **Impetus** | We had already begun a process around 21st century learning in 2010-11 |
| **Goals & Priorities** | We are trying to create an understandable link between digital tools and relevance for students and teachers.  The pilot schools are focussed using technology as an additional lever to impact student learning in the areas of critical thinking, collaboration and communication. Technology also provides a creative medium for student work and allows students additional opportunities to demonstrate achievement of curriculum expectations |
| **Theory of Action** | Our initiative is designed to allow opportunities for all teachers in the three pilot schools to effectively embed interactive whiteboard and one-one technology to improve student engagement and achievement. We are hoping to achieve significant progress in embedding technology effectively into instruction to help meet the goals of our Board Strategic Improvement Plan. This will assist us in decision making and moving forward with the initiative across other schools in our Board. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Started implementation fall 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  We have received permission from EQAO to conduct our grade six assessments in these schools using technology for all students completing the test. We have also designed some survey instruments to capture before, during and after perceptual data from students, teachers, parents and caregivers and IT staff.  Data will be used to inform each step of process. |
| **Capacity Building in Teaching** | Professional learning opportunities are designed to improve teacher fluency in the use of digital tools to improve student learning. Teachers are supported by a 0.5 FTE technology support teacher each school, who also has a 0.5 teaching timetable at the same school. |
| **Leadership, Sustainability** | Clear evidence of support from IT and Administration.  There are financial resources to support both teachers and their school leaders.  School leaders in the three pilot schools are also beginning work in evaluating the impact of this work on parent engagement and school operations  The IT manager and staff are involved in supporting this work from a hardware perspective at the at the school level. Contained in our plan is administrative and staff supports for technology for special needs students, senior staff are members of Board steering committee that oversees this work. |

**Lakehead District School Board**

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| **Project Title** | Increasing Student Engagement and Teacher Efficacy through Innovative Practice |
| **Brief Description** | All grade 1-8 classrooms in the board have been equipped with an interactive whiteboard. The project is focused on training teachers to utilize this technology |
| **Context** | Number of schools: 25 Schools  Number of classrooms: 150 classrooms  Number of students: 2000 (Grades 1 to 8) |
| **Impetus** | The decision to move forward with interactive whiteboard technology in all elementary classrooms was made after significant research and stakeholder input. |
| **Goals & Priorities** | The technology is essential to the project as it is the means by which teacher practice will change to include integration of educational technologies. Interactive whiteboards represent a technology that is intuitive, user-friendly, and affordable over the long-term. There will always be a need for projection and sound in our classrooms, and the interactivity greatly increases student interest and engagement. |
| **Theory of Action** | It represents the “first step” many teachers will take to engage students with IT and thereby make learning meaningful and relevant to their students. We are cognisant of the fact that technology alone does not directly impact student achievement, but we are equally aware that technology engages students. We are taking the approach that by introducing engaging technology in our classrooms and combining it with significant investment in teacher training and development; we will thereby improve student achievement. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Very early stages, no specific dates submitted |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*   * increase student engagement in all areas of instruction, with a particular focus on literacy * improve teacher efficacy with respect to research-based literacy practices * increase the use of resources that are current, engaging and relevant to students |
| **Capacity Building in Teaching** | Training will begin with Smart Board and Notebook basics, but will then move to sessions that are more content-focused, blending technology and effective literacy pedagogy. |
| **Leadership, Sustainability** | No specific references |

**Near North District School Board**

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| **Project Title** | Blended Learning |
| **Brief Description** | The NNDSB Teaching and Learning in a Digital World initiative will develop a series of web-­‐based diagnostic math activities designed to increase student engagement and improve student achievement, credit accumulation and EQAO results. |
| **Context** | Number of schools: 12 Schools  Number of classrooms: 15 classrooms  Number of students: 300 (Grades 7 to 12) |
| **Impetus** | The success of previous blended learning pilot has inspired the strategic use of the LMS System to support student success in mathematics, |
| **Goals & Priorities** | Goal: Improve Grade 9 Applied level achievement in mathematics.  The NNDSB is motivated to improve engagement, achievement and credit accumulation in Grade 9 Applied Mathematics and EQAO results across the grade 9 cohort.   * Create diagnostic tools in the LMS to identify gaps prior to reporting periods and EQAO, Grade 9 Mathematics testing * Develop strategies to help teachers to close the gaps * Make interactive, cross-mediated and differentiated resources universally accessible to all students, parents and teachers * Build Capacity within teachers to employ the Blended Learning tools to engage learners and improve achievement |
| **Theory of Action** | Teachers have begun to think strategically about how they could use the learning management system to improve student achievement. One of the key features of the LMS is its ability to render specific data related to student achievement.  The progress tool enables teachers to monitor student participation, time spent reading specific content, responses to open-ended questions posted in the discussion forum, or quiz responses that indicate individual knowledge and understanding related to specific curriculum expectations. |
| **Standard and Targets** | A comprehensive multi-stage process with clear targets has been established by the action team. |
| **Phase of Change** | middle stages  Project builds effectively on previous efforts and experiences with blended learning. |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Teachers will use the data generated by the diagnostic assessments to inform planning, differentiate instruction and align teaching and learning resources with individual student needs  Data has been extensive and well planned, and will be used to inform each and all steps of process. |
| **Capacity Building in Teaching** | Teachers are central to all stages of the project through training, providing input, and sharing learning and experiences with colleagues. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Central staff and administrators will use the LMS to generate diagnostic data, inform instruction and strategically employ math resources |

**Niagara (District School Board of Niagara)**

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| **Project Title** | Innovative Teaching Practices |
| **Brief Description** | To determine to what extent does an evidence- based protocol customized for Niagara’s culture and context impact teachers skills, attitudes and instruction practices around the purposeful use of technology.  How does the use of a lap top, LCD projector and Student response systems help students’ engagement, conceptual understanding of math |
| **Context** | Number of schools: 5 Schools  Number of classrooms: 10 grade 9 math classes.  Number of students: 300  Grade 9 math students (academic, applied, locally developed) in 10 classes at 5 schools. |
| **Impetus** | DSBN, like many districts in Ontario, understands that success in mathematics is a key indicator of likelihood of high school graduation. Improving the confidence, work ethic, engagement and interest in Applied Mathematics for struggling students can contribute to more students meeting provincial standard in mathematics and contribute to higher graduation rates. |
| **Goals & Priorities** | The single most important goal of this action research project is to help teachers personalize learning for the purpose of impacting student achievement. Student achievement is measured not just by the EQAO scores but also by a student’s ability to develop higher order thinking skills (such as collaboration, creativity) and the ability to applying their new learning meaningfully to real life situations. |
| **Theory of Action** | The purpose of this action research project is to determine the sustainable and scalable professional learning protocols, structures and processes required to empower teachers as they design, introduce and support technology rich learning environments for the purposes of increasing student engagement, supporting different learning styles and impacting student achievement. Our team believes that technology is a powerful learning tool to enable both the personalization of learning and the skills of collaboration, higher order thinking skills and creativity. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages  December 2011 start |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Comprehensive set of data points and tools are established for measurement. Once this protocol is deemed effective in changing teacher practise and student achievement, this professional learning model will be rolled out to other grade 9 math teachers in the district. The findings will impact professional learning models for other subjects & grades within board.  Data planning and collection is a central focus of the project. |
| **Capacity Building in Teaching** | Each project teacher continues to implement technology as an instructional strategy on an on-going basis throughout the semester as planned, with support of teacher site partner, project colleagues in the project, DSBN Curriculum team and technology support team |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  The District School Board of Niagara is working in partnership with Pearson Canada to build, activate and measure the impact of this professional learning model. Pearson conducted extensive research into the evidence based and is connecting the district with credible researchers in this field from OISE. |

**Northwest Catholic District School Board**

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| **Project Title** | Building Capacity for Improvement |
| **Brief Description** | We have provided two grade eight classrooms with a set of 30 iPads to pilot for the 2011-12 school year. A team of teachers and Board consultants’ have been assigned iPads so that they can assist with training, discussing, sharing and documenting strategies on the impact of iPads in the classroom. |
| **Context** | Number of schools:1  Number of classrooms:2  Number of students: 45  The pilot project is focused on two (2) grade 8 classrooms in one school |
| **Impetus** | To be competitive in a global job market, today’s students must become comfortable with the complexities of ill-defined real-world problems. |
| **Goals & Priorities** | The intent of this initiative is to build local capacity around the effective use of data to support students. This initiative is critical for knowledge mobilization and will provide the training, support, and development to broaden the usage of teacher and administrative tools across our school board. |
| **Theory of Action** | Learning-by-doing is generally considered the most effective way to learn. The iPad and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Sept 2011 start of implementation |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Effectiveness of a teacher training program related to a new technology (iPad)  Through this school pilot, the solutions that we encounter will be enhanced and documented to ensure increased usage and success when iPads are released to the entire school board. |
| **Capacity Building in Teaching** | Teachers are using the technology effectively  Teachers will be asked to share the students’ progress and engagement, including effective strategies used. Teachers will be involved in broader discussions with Board consultants to share this data |
| **Leadership, Sustainability** | Clear evidence of support from IT, and Administration.  We will be working closely with Diane Findlay via NOEL (Northern Ontario Educational Leaders) Consortium |

**Ottawa Catholic School Board**

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| **Project Title** | Innovative Teaching Practice – Handheld/Mobile Devices |
| **Brief Description** | Our pilot projects are intended to impact student engagement and instructional practices. The projects will examine using hand-held devices to engage special education and ELL learners through apps that allow for Differentiated Instruction. |
| **Context** | Number of schools: 3  Number of classrooms: 25  Number of students: 225  The target groups: students demonstrating evidence of low engagement and low student achievement, ELL students, Special Education students |
| **Impetus** | Our Board was involved in a technology project last year as part of the MISA PNC. The project involved the evaluation of the use of mobile devices in a small number of classrooms. |
| **Goals & Priorities** | To increase comfort level and awareness with value of handheld devices for student learning and instructional practices.  To increase staff capacity to access and support assistive technology programs and apps.  To heighten student engagement. |
| **Theory of Action** | Student engagement is a critical factor in the success of students. With the use of mobile devices in the classroom, students receive immediate feedback on learning as well as become active participants in their own learning. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages (no clear dates) |
| **Assessment, Use of Data** | Data is being collected to measure the impact on student engagement & instructional practices  The impact of handheld devices on classroom teaching practices.  Effectiveness of ease of use of mobile devices  Data will be used to assess overall effectiveness of project. |
| **Capacity Building in Teaching** | Staff members will have the opportunity to explore and use the applications on the mobile devices. Teachers will work with other teachers in similar subject areas to explore learning goals and the suitability of various apps for the attainment of these learning goals by students  Teachers have formed Professional Learning Communities to explore the mobile devices |
| **Leadership, Sustainability** | Clear evidence of support from IT and Administration. |

**Peel District School Board**

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| **Project Title** | Use of Academic Social Networking to Support Reading Program Participation in Middle School Grade |
| **Brief Description** | This pilot will leverage online tools (private academic social networking environments) in an attempt to improve student engagement and participation in the reading program |
| **Context** | Number of schools: 2  Number of classrooms: N/A  Number of students: 35  The target group is middle school students who are participating in the Red Maple Reading Program |
| **Impetus** | As with other educational jurisdictions, the PDSB is working to thoughtfully incorporate technology into teaching and learning environments. We often hear that technology improves student engagement but we are interested in harnessing that engagement for increased student achievement (something that is often not found in research) |
| **Goals & Priorities** | We hope to see improved engagement of students in book discussions; improved understanding of social networking by students; improved reporting (teacher) of learning outcomes as they are linked to the Red Maple program We are also interested in, although not necessarily articulated previously, the potential of web 2.0 tools to motivate male students to read and write |
| **Theory of Action** | Technology is being used to facilitate communication among students and teachers. Exploring a variety of web 2.0 tools will help the board to clarify the placement of tools for engagement and student success. Our decision to use web 2.0 tools to engage students in reading and writing was based on our board focus on literacy as well as research by Greenhow, Robelia and Hughes (Learning, teaching and scholarship in a digital age: Web 2.0 and classroom research) and Taranto, Dalbon and Gaetano (Academic social networking brings web 2.0 technologies to the middle grades). |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | specific dates not yet identified |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*  Data will help to inform our future directions with our reading programs as well as the use of web 2.0 tools in other teaching and learning environment |
| **Capacity Building in Teaching** | Our implementation is based on the Ontario Inquiry Model (as presented by the Ontario Librarian Association). We are using the Teacher Librarian at selected schools as on‐site coordinators. These individuals, along with the Instructional Technology Resource Teachers assigned to the school are guiding the discussions and assisting  teachers with the selection of online tools. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Collaboration among educators a variety of leadership reponsibilities (coordinators, resource teachers, teacher librarians) |

**Provincial Schools Branch**

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| **Project Title** | 21st Century Mobile Learning in a Digital World |
| **Brief Description** | The project is designed to provide support and guidance to schools and school boards in the implementation of mobile technologies for student learning |
| **Context** | Number of schools: 20  Number of classrooms: 30  Number of students: N/A  Target group of this project is students with learning disabilities in grade 5 to 10 |
| **Impetus** | Over the past 3 years Provincial Demonstration Schools have been exploring the use of mobile technologies (specifically the iPod Touch) as learning tools for students with severe learning disabilities |
| **Goals & Priorities** | This project will have an impact with individual students and the classrooms they are in. We will be providing an opportunity for students and classroom teachers to better understand how to learn and teach with mobile technologies. We will be providing in service and resource support to make this possible. |
| **Theory of Action** | Mobile technologies allow students to perform tasks that are otherwise not possible and they can greatly enhance learning and improve student engagement. The term mobile is as important as technology |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Fall 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*  We will be collecting qualitative and quantitative survey data from the participants prior to and following in-­‐services. This will provide us data that will allow us to understand the impact of implementing mobile technologies in the classroom |
| **Capacity Building in Teaching** | limited detail provided |
| **Leadership, Sustainability** | Clear evidence of support from IT and Administration. |

**Peterborough, Victoria, Northumberland and Clarington Catholic District School Board**

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| **Project Title** | TPMI – Three Part Math Integration |
| **Brief Description** | This is a math project that has aspects that are related to the impact of technology. |
| **Context** | Number of schools: 14 (All *Schools in the Middle)*  Number of classrooms: 28 classrooms  Number of students: 700  We will be focusing on Grades 4-6 teachers and mathematics. |
| **Impetus** | Our board has made a significant investment in technology in providing laptop computers for all our teachers. Our plan for this investment is that the use of the technology would mature into a rich instructional tool. |
| **Goals & Priorities** | Introduce the 3 Part Math lesson (teaching math through problem solving) to all Junior teachers, goal of having all teachers having received in-service on the 3 part lesson either through this project or through CIL-M.  -deepen teacher understanding in problem solving model and how to use it effectively with their students  -increase teacher understanding of what rich math tasks in mathematics look like  The main role technology will play is in collaboration. The project will utilize Adobe Connect and Google Hangouts to facilitate collaboration between project teachers. |
| **Theory of Action** | We view technology as being key in breaking down barriers between classrooms and allowing teachers to collaborate “anywhere, anytime” using digital tools |
| **Standard and Targets** | -Increase positive student attitude towards mathematics  -Improve EQAO scores in Math at Grade 6 (Below provincial average and dropping)  -Improve EQAO score in Applies Math at Grade 9 (9% drop from last year) |
| **Phase of Chang** | not clear in submission |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*  Students will improve their attitude towards problem solving in mathematics.  Teachers will broaden their repertoire of mathematics teaching to include the 3-Part Lesson as the main vehicle to deliver math instruction.  Teachers will begin to or more regularly, use rich tasks to engage students in the learning.  Teachers will develop Professional Learning Communities beyond their own school.  Data will be used to assess overall effectiveness of project. |
| **Capacity Building in Teaching** | Teachers will have the opportunity to participate in “just in time” training on these tools to assist them in incorporating technology into their instruction. |
| **Leadership, Sustainability** | Clear evidence of support from Program staff. |

**Rainy River District School Board**

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| **Project Title** | Teaching and Learning in a Digital World |
| **Brief Description** | Teaching the computer programs listed below, using a “Job Embedded Model” allows students; Educational Assistants and Teachers to all learn the program at the same time and essentially support each other’s learning. This inclusive model teaches all students Assistive Technology as opposed to pulling individual students out of the classroom for one on one instruction with Assistive Technology laptops. |
| **Context** | Number of schools: 13  Number of classrooms: 59  Number of students: 1100 |
| **Impetus** | In isolation, Special Education Students were using Assistive Technology in the classroom. This software can engage and support all students in acquiring literacy. |
| **Goals & Priorities** | This pilot project will support students already using Assistive Technology programs in the classrooms and will now reach all students to support students in acquiring literacy through technology. |
| **Theory of Action** | A universal design strategy provides an opportunity for all teachers, educational assistants and students to benefit from this co teaching and learning model. |
| **Standard and Targets** | Between December 2011 and June 2012, all Grade 3-8 classrooms in the RRDSB will have a Premier Review lesson and an introduction lesson on Worksheet Wizard.  Between December 2012 and June 2012, four Grade 1 classrooms in the RRDSB will have three lessons on the program Clicker 5. |
| **Phase of Change** | Continuation of program started in Sept 2010 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*   * The frequency rate of students reaching Level 3 and 4 in reading after they received AT equipment (baseline 2010-2011 47%) * The frequency rate of students reaching Level 3 and 4 in writing after they received AT equipment (baseline 2010-2011 41%) |
| **Capacity Building in Teaching** | Training identified for teachers  It will be a program that will allow co teaching and sharing of best practices with technology in the Rainy River District School Board. |
| **Leadership, Sustainability** | Clear evidence of support from IT and Program staff. |

**Simcoe County District School Board**

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| **Project Title** | Transforming Teaching Practice Through the Use of Technology |
| **Brief Description** | This project will bring teachers together to develop skills using technology to support student learning. Teacher teams will choose which tools most fit the needs of their job-embedded school learning teams |
| **Context** | Number of schools: 87  Number of classrooms: 208  Number of students: 4500 |
| **Impetus** | SCDSB is supporting the building of capacity in schools in using the technology we have in place. Minds On Media in additional to other TNB focussed professional learning opportunities (focus on Junior and Grade 9 Mathematics) will ensure multiple classroom strategies are modelled during teacher learning. |
| **Goals & Priorities** | The ultimate goal of this project is to use technology as a catalyst for board-wide change in instructional practice. Teachers have teaching notebook computers, the filtering system is fairly open, there are guest wireless networks in each school allowing students and teachers to bring in their own devices.  The next step in the journey is to support teachers changing their instructional practice to make use of these tools effectively to support student learning. |
| **Theory of Action** | The Minds On Media workshop is a model of professional development that allows teachers to take control of their own learning. The framework is designed to allow for choice and multiple entry points. It is an excellent model of differentiated instruction and collaborative learning that can be extended to the classroom.  Research shows that job-embedded professional development leads to the greatest shift in teacher practice. The sessions this project supports will align school-based teams in choosing appropriate and using the tools effectively. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Middle stages, started 2010 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *instructional practices*  Data to provide evidence that teachers know-how to use the tools, but more importantly a context and ideas for how it can support pedagogical change.   * Attitudes towards technology in education. * Use of technology to support student learning |
| **Capacity Building in Teaching** | In SCDSB, our technology professional development is integrated into literacy and numeracy high yield strategies such as descriptive feedback, accountable talk, differentiated instruction, etc. Instead of offering a session on how to use voicethread.com step-by-step, a session is run on descriptive feedback and a variety of tools suggested with resources on how to use those tools. This allows teachers to choose the tools that work best for them and their students. In this project technology will appear to be the focus. |
| **Leadership, Sustainability** | Clear evidence of support from IT.  ICT Consultants within Simcoe County are trained in the development of Mind on Media sessions and they have been given them permission on a case-by-case situation to run Minds On Media sessions with their support. |

**Simcoe Muskoka Catholic District School Board**

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| **Project Title** | Does Using Technology, Specifically Google Docs, Improve Students’ Attitude Towards Writing and the Quality of Their Writing? |
| **Brief Description** | As indicated above, we are using Google Docs and its unique features to answer the question “Does Using Technology, Specifically Google Docs, Improve Students’ Attitude Towards Writing and the Quality of Their Writing?” |
| **Context** | Number of schools:4  Number of classrooms:11  Number of students: 300  We have 4 intermediate and 3 junior teachers coming from 3 elementary schools, as well as 4 English teachers in one high school.. |
| **Impetus** | We started by identifying the need, that, based on the EQAO scores, turned out to be Writing. This led us to choose Google Docs as the project tool due to its unique features listed above. The next step was to select schools that would benefit from participating in this project and we decided to focus on our North region. Due to its climate and frequent inclement weather conditions, students in this particular family of schools would benefit from having access to a virtual learning environment. |
| **Goals & Priorities** | Our intention is to adopt Google Docs as a board-wide tool mainly for collaborative writing with a potential to expand the use of Google Apps for Education. We want to determine if taking advantage of Google Docs features such as providing descriptive feedback by both a teacher and peers throughout the writing process leads to improved quality, increased engagement and improved attitude towards writing. |
| **Theory of Action** | Google Docs provides some unique features that can’t be replicated in a paper/pencil environment such as:  • real time collaboration  • efficient process of providing descriptive feedback from both a teacher and peers  • seamless home/school access to all students’ work |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages  January 2012 start |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement and student outcomes*  We have selected these schools and grades based on their grade 6 EQAO scores in Writing and on their geographical location. Together with our Research Consultant we have developed a pre and post student survey as well as a pre and post teacher survey. |
| **Capacity Building in Teaching** | We currently have a number of small pockets of exemplary use of technology to differentiate teaching and learning. Our plan is to expand these practices through peer-to-peer coaching and collaboration, teacher leadership and job embedded PD.  Planned sessions for training and sharing have been established. |
| **Leadership, Sustainability** | Clear evidence of support from IT and Program staff. |

**St. Clair Catholic District School Board**

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| **Project Title** | Blended Learning/Digital Tools |
| **Brief Description** | Pilot of blended learning is selected and targeted schools. |
| **Context** | Number of schools: 14  Number of classrooms: 42  Number of students: 1000  Grades 4-5 students in 2 schools  Grades 6-8 students in 9 schools  Grade 9 -12 students in 3 schools  Grade 11-12 students in 1 alternative education site |
| **Impetus** | Three years ago, our Integrating Technology in the Classroom special assignment teacher attended a Ministry meeting during which an offer to boards to pilot blended learning was presented. Our proposal was accepted and we were provided with some professional development and funding for a small amount of equipment – but our numbers were small and we were unable to expand the project wider |
| **Goals & Priorities** | Our goal is to increase the number of students who are exposed to online learning, but still need face-to-face contact with teachers. Our board is currently developing a vision for 21st Century learning, which includes an increase in the use of digital learning objects and online courses. |
| **Theory of Action** | Technology is critical as the students need to access the online learning objects to participate in Blended Learning. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Fall 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  We are monitoring the access to the LMS by teachers and students to determine the level of participation. |
| **Capacity Building in Teaching** | By building capacity in teachers in as many of our schools as possible this year, we hope to have teacher-leaders available to coach others in the future. We have had one full day large group session with all teachers involved to distribute equipment and familiarize teachers with the LMS. |
| **Leadership, Sustainability** | Clear evidence of support from Program staff.  E-learning contact is providing all PD for teachers and support in the classrooms. Project lead is monitoring budget, resources, and creating reports |

**Sudbury Catholic District School Board**

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| **Project Title** | Full Day Kindergarten: Inquiry for the 21st Century |
| **Brief Description** | Teachers and ECEs will engage in the collaborative inquiry process, embedding technology in their daily practice. In this cycle, teachers and ECEs will have an opportunity to co-plan, co-teach and co-reflect. A focus of this collaborative inquiry is documentation of student learning |
| **Context** | Number of schools: 4  Number of classrooms: 12  Number of students: 240 |
| **Impetus** | With Full Day Early Learning Kindergarten Program, our board was faced with the challenge with implementing a new program, while still remaining true to our strategic priority of “We Are Called To Live A Culture Of Innovation” . The new program outlined play-based and inquiry-based learning as an area of focus. |
| **Goals & Priorities** | This project is influencing how the board achievement team uses technology in the Primary grades.  The goals of the project are:   * To develop the efficacy and abilities of both the teacher and ECE in documentation of student learning as well as communicating the learning to all stakeholders. * To increase the student’s ability to retell as story in sequence. * To increase the student’s level of verbal fluency. * To increase the student’s level of interest and participation (in social situations) |
| **Theory of Action** | What technology is needed for young students? What technology best meets the teacher and student needs in these grades? the project is providing.  Through conversations with teachers and ECEs who were running the new program, we also identified the limited capacity of the teacher and ECE to document student learning because of the limited tools that they had access to in the classroom. This conversation led us to discussion about technology and what technology could assist both the students and the educators. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | middle stages of implementation |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Documenting student learning is a key element to the program. Data from our project will influence future decisions about technology purchasing and usage.  We looked at our prior year’s data (board developed Kindergarten Retell Task data and Teacher’s School Readiness Inventory [TSRI] data) and identified Oral Language development as an area of need. |
| **Capacity Building in Teaching** | All 21 staff are participating in a collaborative inquiry focusing on using the technology to document student learning by creating learning stories. For the collaborative inquiry, each staff member receives 5 half days of in-service: 1 half day as an introduction, 1 half day to co-plan, 1 half day to co-inquire/co-observe, 1 half day to co-reflect and a final half day to network and share their collaborative inquiry with the rest of the school. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  As well, 8 teachers, 7 ECEs, the superintendent, consultant and TIM engaged in an embedded mini-inquiry focusing on embedding play-based learning.  To further facilitate communication, a conference for the project has been placed in the board’s First Class system and all participants in the project have access to share information about the technology in their classroom, their practices, questions, concerns and successes. |

**Thames Valley District School Board**

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| **Project Title** | Early Literacy iPod Touch Project |
| **Brief Description** | Early Years educators will gain access to a wide range of resources to enhance student learning through the use of handheld mobile technology. |
| **Context** | Number of schools: 18  Number of classrooms: 16  Number of students: 500  Early years classes are the target group of our project. |
| **Impetus** | Previous experimental projects with iPods were conducted and well received in Early Years classrooms, which is what motivated our board’s involvement in this initiative. |
| **Goals & Priorities** | Literacy development with the integration of technology at an early age is the intended level of impact in our board. Learning technologies and instructional technologies are developed within the project parameters, i.e., a variety and choice of applications for each classroom. |
| **Theory of Action** | Each educator (in partners or teams) decided on a base-line inquiry statement: *“If…, then…”* The inquiries support improving student learning in literacy. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Fall 2011 |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*  Phonological Awareness scores, running records and writing samples from the fall have been collected which will allow team members to identify literacy growth for students when compared to spring results.  The indicators or success will be generated at the individual school level based on individual inquiries. |
| **Capacity Building in Teaching** | Several training sessions for teachers on the use of technology and sharing instructional experiences. |
| **Leadership, Sustainability** | Clear evidence of support from Program staff. |

**Thunder Bay Catholic District School Board**

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| **Project Title** | Teaching and Learning in a 21st Century Classroom |
| **Brief Description** | The Project goal is to create an all-male Grade 10 literacy class, that integrates a variety of ICT resources to engage students and improve their achievement. |
| **Context** | Number of schools: 2  Number of classrooms: 2  Number of students: 40 |
| **Impetus** | To establish the educational priorities for the 2010/11 school year, TBCDSB began with an extensive analysis of their assessment and achievement data. Of the various priorities that were established, one goal was to focus on improving student achievement in Literacy, specifically Boys’ Literacy at the Grade 10 Applied level. |
| **Goals & Priorities** | Intended Impact:   * Increased student achievement * Increased engagement * Increased credit accumulation * Improved OSSLT results * Improved attendance * Changes in teaching practice – increased proficiency, comfort and understanding of ICT-enabled teaching strategies complemented by a deep understanding of Assessment for/as/of learning |
| **Theory of Action** | A Collaborative Research Model is planned. The foundation of the model lies in its flexibility and inclusive cooperative stance, which supports stakeholders working together toward informed decision making on a common research problem.  Job-embedded, inquiry-based professional learning opportunities will enable classroom teachers to provide instruction incorporating 21st Century content, global perspectives, learning skills, resources and technologies.  Align and seamlessly integrate, this project with the *Learning for All K-12* strategies, including the K-12 School Effectiveness Framework |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  A mixed-methods design with triangulation will be used to capture quantitative and qualitative data from project stakeholders. |
| **Capacity Building in Teaching** | Provide a comprehensive training and professional development plan for the teachers and principals, to not only learn the technology and the software, but more importantly to learn how to truly integrate these digital resources into the teaching process. |
| **Leadership, Sustainability** | Clear evidence of support from IT and Administration.  External expertise includes:   * Research Consultant Lakehead University * Project planning IBM Canada |

**Trillium Lakelands District School Board**

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| **Project Title** | Transforming Student Engagement and Teacher Practice through the EAL (Earn a Laptop) and IL (Inspired Learning)Project |
| **Brief Description** | This project will look at the correlation between student engagement in Inspired Learning classrooms with teachers who have been part of the EAL (Earn-A-Laptop) program and the Inspired Learning classrooms that have a teacher who has not earned an EAL laptop. |
| **Context** | Number of schools: 41  Number of classrooms: 41  Number of students: 1025  We are specifically looking at the information or the teachers who have taken part in both the Earn a Laptop program and the Inspired Learning Program. |
| **Impetus** | We used student voice activity to identify that students felt that the use of technology improved their engagement and achievement |
| **Goals & Priorities** | The purpose of this program is to investigate how access to technology impacts student learning. In addition to the use of collaborative tools, students have access to Internet resources, assistive technology, and media creation tools to complement all areas of the curriculum. As they develop their skills, they are creating and sharing digital work with their classmates, with other schools, and even globally with digital partners. |
| **Theory of Action** | In order for our teachers to provide opportunities for students to access technology for educational purposes they must have both an understanding of how the tools work and access to implement those plans. By providing them with the training through the EAL program and access to the tools through the IL Program we believe that our students’ engagement will increase and as a result so will their achievement. |
| **Standard and Targets** | Standards evidenced. No targets stated.  For this project we are looking at the data and the correlation when a teacher has participated in both the EAL program and the Inspired Learning program. |
| **Phase of Change** | Program has evolved from Inspired Learning Program (in its seventh year), and has expanded to include every elementary school in the district as a participating class |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement,* and *instructional practices.*  Through a controlled study, the project hopes to have a measure of impact of the EAL program to inform future directions. |
| **Capacity Building in Teaching** | Our EAL (Earn-A-Laptop) program is designed to provide eligible teachers (permanent 0.5 FTE or greater) the opportunity to earn a laptop that can be used between home and school. Teachers are required to attend eight, two hour workshops where they will gain an increased understanding of how the many programs offered through the board operate and integrate into their classroom instruction.. |
| **Leadership, Sustainability** | Clear evidence of support from IT and Administration.  The EAL project was developed with the support of our trustees, senior administration, federations and teaching staff. |

**Toronto District School Board**

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| **Project Title** | Academic Workspace 3.0 - The Parent & Community Engagement Portal |
| **Brief Description** | Our goal is to work together with Families of Schools Superintendents, School Principals and Parents, building a “digital bridge” with students, teachers and parents that will, in fact, create a collaborative environment to drive greater engagement. |
| **Context** | One (1) elementary and One (1) secondary |
| **Impetus** | Parental and Community engagement and involvement are critical success factors to any child’s educational process. Providing student and school information in an “on-demand” environment is crucial for parents to become active participants in their child’s school community. |
| **Goals & Priorities** | The Parent & Community is the targeted group. More specifically, the project will focus on the what, when, where and how to effectively engage parents in their children’s school life, that will ultimately lead to increased participation and involvement. The target group will entail parents of children in Grades JK – 12. Applying a single point “information source”, incorporated with the web based technology, will allow for the provision of this information to a multitude of diverse cultural backgrounds and languages quickly and efficiently. Additionally, this approach maximizes the school’s and teachers’ efforts. If parents are informed, communicating and contributing they will become more engaged.  Providing up-to-date information between schools and their communities will increase parent communication and out-reach, involvement, and digital citizenship. |
| **Theory of Action** | The Academic Workspace 3.0 is the Toronto District School Board’s vision of a single integrated web-based solution for a comprehensive interactive communication and engagement forum for students, teachers, and parents. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Sept 2011 start  Middle stages of implementation |
| **Assessment, Use of Data** | This pilot will allow the Board to expedite the research, development and deployment (limited to two schools) of this phase of the project and will, through measurement, ensure this solution will lead to improved student engagement and achievement. |
| **Capacity Building in Teaching** | N/A |
| **Leadership, Sustainability** | Clear evidence of support from IT and Administration. |

**Upper Grand District School Board** and **York Region District School Board**

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| **Project Title** | Teaching and Learning in a Digital Walled Garden |
| **Brief Description** | This project provides a pilot evaluation of Virtual Learning Environment in two Ontario school boards. Virtual Learning Environments (VLEs) are web-based education systems. VLEs may include online access to assignments, quizzes and tests, and reference and research material. |
| **Context** | UGDSB = 15 schools, 20 classrooms, 500 students  YRDSB = 6 schools, 20 classrooms, 500 students  Grades 6 – 12 |
| **Impetus** | With the proliferation of information on the Internet teachers and parents are frequently concerned about the accuracy, and appropriateness of content available to students on the Web. Both YRDSB and the UGDSB wish to provide students and staff with safe, secure access to appropriate and relevant digital resources and tools |
| **Goals & Priorities** | Use of Virtual Learning Environments (VLE) impact on:   * Student engagement with their learning during the school day * Student engagement with their learning outside of the school day * Teacher instructional practice * Teacher assessment practice |
| **Theory of Action** | we are looking at how VLEs impact student engagement and outcomes (e.g., collaboration and use of technology), and instructional practices:   * What are student preferences and experiences with respect to technology in the classroom? * What are barriers and facilitators for teachers using VLEs? * Do students with access to the VLE engage more frequently in learning both inside and outside of the regular school day? * Does the use of VLE change teacher instructional and/or assessment practices   Leveraging the power of the Active Directory systems in our boards we can now provide a digital walled garden where students and staff gain entrance to a safe and resource‐rich environment from any place and at any time  A “Research Logic Model” was submitted that provides a comprehensive structural overview of the theory of action. |
| **Standard and Targets** | Standards evidenced  Clear identified targets |
| **Phase of Change** | Fall 2011  middle stages of implementation |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*  Over the course of this project we will collect data using a number of different methods: Student surveys; Focus group sessions with teaching staff; Photocopy budgets; Access to system  Collaborate with University of Guelph to develop research model, get ethics approval ( ongoing)  Gather and analyze data for research (Feb – April) |
| **Capacity Building in Teaching** | Participating teachers are provided with regular training opportunities organized by central staff. By design the team of teachers is working as  professional learning team  Extensive training provided to the participants. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  We have engaged Dr. Anne Bergen from Institute for Community Engaged Scholarship/The Research Shop at the University of Guelph  Dr. Bergen is assisting in the evaluation of VLE’s impact on student engagement and teacher practice. She has assisted in developing the logic model for the evaluation, development of questions for student survey and submissions for ethics approval. |

**Waterloo Catholic District School Board**

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| **Project Title** | Teacher Development Through the Use of Interactive Whiteboard Technology |
| **Brief Description** | We are providing each school within our board the opportunity to select one teacher from each division (elementary) and one teacher from a variety of disciplines (secondary), where these teachers will be released from their classroom to take part in instructional practice PD and resource development. |
| **Context** | Number of schools: 50 (45 elementary schools and 5 secondary schools)  Number of classrooms: 150 (3 teachers from each school will be participating)  Number of students: 3750 |
| **Impetus** | The WCDSB has invested in the installation of interactive whiteboards within every classroom space of 300 square feet or larger. The over 900 projectors can be found in every learning environment and this project is intended to develop teacher practice and understanding of interactive whiteboards and their link to innovative teaching practices. |
| **Goals & Priorities** | Our board has invested a large sum of money in this interactive whiteboard project, and this grant provides us with funds to release teachers and provide them with PD. |
| **Theory of Action** | Research has shown that interactive whiteboards can have a positive impact on student learning and engagement, but only when the proper teacher training and professional development has happened. This project will develop teacher capacity around exemplary use of interactive whiteboards through 21st century skills and interactive student-driven learning within each of our schools across each division. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | continuation of previous project |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *instructional practices*  Teachers will take part in a survey before the session starts to identify where they are with regards to the use of interactive learning within their classrooms. Once they have taken part in their session and had time to apply the concepts within their classrooms, they will complete a secondary survey that will identify the impact that this project has had on their development. |
| **Capacity Building in Teaching** | No specific details provided on the teacher training component. |
| **Leadership, Sustainability** | Clear evidence of support from Program staff. |

**Waterloo Region District School Board**

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| **Project Title** | Future Forums Project |
| **Brief Description** | The project is intended to increase engagement and connection between teacher and student by having one teacher integrate and deliver three grade 10 courses in collaboration with educator colleagues and fellow students. |
| **Context** | Number of schools: 14 Secondary Schools  Number of classrooms: 14 classrooms offering a total of 28 credits  Number of students: 390  A cohort of grade 10 students at 14 high schools enrolled in ENG 2DI, CHV 2OI and GLC 2OH |
| **Impetus** | The project grew from initial thinking and conversations among educators and students and with community leaders in the technology industries located in the Waterloo Region An existing need to address was lower than expect success rates in the grade 10 civics and careers courses. This trend has been consistent over the past five years and despite strategies developed independently at the school level, success rates have not significantly improved. |
| **Goals & Priorities** | The project is expected to promote greater personalization of instruction, through the use of technology, by providing students with access to knowledge and opportunities for interaction/thinking beyond the timetabled classroom. |
| **Theory of Action** | The project examines the impact of a technology enriched, multi-disciplinary and inquiry based curriculum on student learning and engagement in a secondary classroom  Technology is essential as an enabler for students to be independent learners, take responsibility for and pursue their personal learning, and develop/achieve curriculum expectations at a high level (e.g., develop, edit and publish work to authentic audiences). Using technology enables students to learn “anywhere, anytime, from anyone about anything.” |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Implementation began fall 2010, extension of previous project |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Student outcomes as reflected in marks, attendance, reports of satisfaction/engagement and their ability to communicate their thinking in writing are intended to improve or reflect high levels. |
| **Capacity Building in Teaching** | The teacher is involved in an inquiry based, multi-disciplinary, project oriented approach integrating the teaching and learning of grade 10 Academic English, Civics, and Careers expectations. The teacher works with a network of teachers from schools across the WRDSB. Coverage and professional learning is provided to assist in planning and facilitating the use of effective instructional strategies and technology related resources (e.g., net books and online tools) to support learning in an interdisciplinary class. |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Very strong process to build engaged leadership and promote sustainability. Schools interested in participating in the project must designate a vice-principal to oversee implementation of the project:   * Attending professional development meetings with the Futures Forum teacher and/or Learning Services staff. * Providing ongoing communication and updates on the Futures Forum project with principal. * Supporting the Futures Forum teacher as a key in-school contact person (Learning Services and ITS will serve as a key link and provide coordination of the project. Pearson Education – Design and implementation of metrics to evaluate the project Communitech – Provided feedback regarding the design of the Future Forum Project |

**Wellington Catholic District School Board**

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| **Project Title** | Bridging the Gap for Students with Learning Disabilities |
| **Brief Description** | We are attempting to support teachers in changing their instructional practices with regards to assistive technology. |
| **Context** | Number of schools: 4  Number of classrooms: 8  Number of students: 25  The target group our project are grade 7and 8 students, teachers and educational assistants working with students with special needs requiring assistive technology. |
| **Impetus** | We had identified an achievement gap for our learning disabled students. When we investigated further in became clear that students who were effectively using technology did not experience this gap. |
| **Goals & Priorities** | Assistive technology (including but not limited to, speech to text, text to speech technology) is the primary focus of the project. We are supporting teachers with training in this area and site, student specific support in the use of this technology. We intend to change the practice of the teachers working with assistive technology which will lead to increased student use of technology improving student achievement specifically for our students with learning disabilities. |
| **Theory of Action** | It is our hypothesis that if teachers are more confident in supporting student use of assistive technology, student engagement will also increase. |
| **Standard and Targets** | Our project aims to find a solution to as many of these reasons as possible by providing teacher and student specific site support. Student profiles have also been used to determine student specific next steps to improve student engagement. |
| **Phase of Change** | Early stages of implementation  December 2011 start |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement & instructional practices*  We intend to use our learning’s from the project to make decisions about how we support classroom teachers in the area of assistive technology. Our data shows that our students with learning disabilities who use assistive technology demonstrate increased student achievement. |
| **Capacity Building in Teaching** | In the past, we have only been able to provide student specific training to teachers when student are receiving their equipment through the Special Equipment Allocation. This project allows us to support teachers in a more comprehensive way. |
| **Leadership, Sustainability** | Clear evidence of support from IT and Program staff.  We are working closely with Trillium Provincial school to provide support and in-service to our teachers. |

**York Catholic District School Board**

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| **Project Title** | Destination Reading |
| **Brief Description** | We are providing Full Day Kindergarten SK Classes, and Grade 1 classes at all the interested schools participating, with access to an online reading program called “Destination Reading.” Students will use the interactive technological program as an integrated part of their language arts program |
| **Context** | Number of schools: 58  Number of classrooms: 178  Number of students: 4450  Senior Kindergarten – Full Day Kindergarten Classes, and Grade 1 students at all elementary schools wishing to participate in the project |
| **Impetus** | Over the last few years, we have seen a decline in Grade 3 E.Q.A.O. literacy results for the Y.C.D.S.B. As such, the school board wanted to implement a strategy to help students improve their literacy skills before they reach Grade 3. |
| **Goals & Priorities** | To support and improve literacy skills in early years so as to improve Primary Reading Assessment (running records and Developmental Reading Assessments, DRA and E.Q.A.O. scores in primary division board-wide.  Furthermore, it was hoped that the use of the “Destination Reading” program would serve to build technological capacity of hesitant teachers and students, by serving as a catalyst to increase the use of technologies in schools like interactive Promethean boards, classroom computers, and school computer labs, particularly in the primary division. |
| **Theory of Action** | Technology is key to the success of students completing activities independently, as students are provided with many aural and video prompts and cues to read words, sentences, and stories, otherwise not possible without a computer, nor with a traditional paper workbook. Similarly, the digital modeled lessons use digital aural and visual media to teach young students just learning how to read the conventions of print, and the phonetics of decoding, providing the opportunity for students to independently build confidence and capacity at a much earlier age, when compared with solely using paper books. |
| **Standard and Targets** | Standards evidenced, no identified targets |
| **Phase of Change** | Early stages of implementation |
| **Assessment, Use of Data** | Data is being collected to measure the impact on *student engagement, instructional practices, and student outcomes*  Compare and contrast Primary Reading Assessment (running records and Developmental Reading Assessments, D.R.A. scores from students in Grade 1 using “Destination Reading”, and the scores from the same cohort of students in Grade 2, and Grade |
| **Capacity Building in Teaching** | All teachers involved in the “Destination Reading Project” were provided with release time to attend 2 half-day training sessions at different intervals throughout the project, as well as an additional half-day every year after as a refresher |
| **Leadership, Sustainability** | Clear evidence of support from IT, Program staff, and Administration.  Principals of participating schools motivated teachers by providing and maintaining at least 2 computers in each SK and/or Grade 1 class, as well as 4 headsets, to facilitate student group participation. Teacher-librarians have been encouraged to become “tech-leads” in each school, assisting colleagues in the use of technology to improve student achievement. The Y.C.D.S.B. is working in conjunction with IBM and their educational “Riverdeep” software. |

**Conseil scolaire : Conseil scolaire public du Nord-Est de l’Ontario - CSPNE**

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| **Titre du projet** | Projet de collaboration en salle de classe |
| **Brève description** | À partir d’outils tels que la SGA, Google apps et des ressources disponibles par l’entremise de AEO (Apprentissage électronique Ontario), nous voulons tenter trois approches différentes pour rendre les échanges entre le personnel impliqué et leurs élèves plus dynamique et motivant par le biais de la technologie. Nous croyons que ceci aura un impact significatif sur l’engagement des élèves et par conséquent sur leur réussite. |
| **Portée du projet** | Nombre d’écoles : 3  Nombre de classes : 7  Nombre d’élèves : 100 (estimation)  1 école élémentaire (maternelle 0 8e année)  2 écoles secondaires (9e -12e) |
| **Raison d’être** | Le projet servira à déterminer les pratiques gagnantes face à la mise en œuvre de l’apprentissage hybride dans nos écoles. Chaque école impliquée dans le projet utilisera une approche différente en ce qui concerne l’utilisation de la technologie et des ressources préconisées par AEO afin que nous puissions en évaluer l’impact et prendre des décisions plus éclairées pour le plan de mise en œuvre de l’apprentissage électronique dans le Conseil pour les années à venir. |
| **Buts et priorités** | Dans ce projet, la technologie a trois fonctions principales :   1. Elle assure un accès aux ressources en tout temps 2. Elle aide à développer l’autonomie et le sens de l’initiative chez l’élève 3. Elle permet de motiver l’élève |
| **Raison de l’utilisation de la technologie** | Nous sommes très conscients qu’il y a plusieurs approches possibles pour la mise en œuvre de l’apprentissage électronique dans nos salles de classe. Nous tentons d’évaluer certaines approches afin de voir les avantages et les désavantages de chacune pour nous permettre de prendre des décisions éclairées pour la mise en œuvre durant les années à venir. |
| **Normes et cibles** | Les élèves seront engagés dans leur apprentissage.  Il y aura une augmentation dans les résultats des élèves en lien avec l’autonomie et le sens d’initiative. |
| **Étapes de mise en oeuvre** | École secondaire publique Northern   * L’enseignante utilisera la plateforme SGA (système de gestion des apprentissages) afin de rendre ses cours (webinaires) ainsi que le matériel de cours disponible à ses élèves en tout temps.   École élémentaire publique Cœur du Nord – 8e année   * La planification de l’enseignant sera faite à partir de la SGA avec des outils tels que Google Docs pour appuyer. * Les ressources seront disponibles à l’élève à partir de la plateforme * Les sessions d’apprentissages se feront à partir de l’outil technologique et de façon collaborative en salle de classe.   École secondaire publique Echo du Nord   * Les élèves seront encouragés à apporter leurs propres outils de travail (portables, etc.). * L’outil de travail préconisé pour les échanges et la collaboration sera Google apps. * L’enseignant utilisera la SGA ainsi que la BRÉO pour appuyer l’apprentissage. * Les sessions d’apprentissages se feront à partir de l’outil technologique et de façon collaborative en salle de classe. |
| **Contrôle du projet, utilisation des données de base** | Le Conseil fournira un outil de travail à chaque élève (genre Netbooks).  Le Conseil facilitera l’accès aux ressources nécessaires à partir des outils des élèves (Nuage).  Nous retenons deux données de base :   1. Résultats au bulletin scolaire pour les HH – initiative et autonomie 2. Engagement de l’élève dans son apprentissage (groupes de discussion) |
| **Bâtir la capacité en enseignement** | Nous élaborerons des partenariats avec le consortium d’AEO ainsi qu’avec le CFORP. Ces partenariats permettront à notre personnel de recevoir de la formation et de l’accompagnement ainsi qu’accéder les ressources accessibles par l’entremise de nos partenaires. |
| **Leadership et durabilité** | Appui du personnel suivant :   * Surintendant adjoint * Directrice des services pédagogiques * Directeur des services informatiques * Conseillère pédagogique |

**Conseil scolaire : Conseil des écoles publiques de l’Est de l’Ontario - CEPEO**

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| **Titre du projet** | Apprentissage hybride 7 e-8 e années |
| **Brève description** | Les participants accèdent le SGA (Système de gestion des apprentissages) par l'entremise de portables ou de laboratoires informatiques traditionnels.  En participant au projet CODE nous souhaitons engager les élèves dans leurs apprentissages en développant chez eux des habitudes de travail ainsi que des habiletés d’apprentissage. Pour ce faire, il nous faut assurer des pratiques pédagogiques qui permettront aux élèves de développer leur autonomie, leur sens de l’initiative ainsi que leur autorégulation. Le lien entre l’engagement, le développement des HH et l’amélioration des résultats scolaires sera assuré par la mise en oeuvre de l’évaluation au service de l’apprentissage. |
| **Portée du projet** | Nombre d’écoles : 5  Nombre de classes : 8  Nombre d’élèves : 160  Élèves de mathématiques, de français et d’éducation artistique |
| **Raison d’être** | En participant au projet nous souhaitons **engager** les élèves dans leurs apprentissages en développant chez eux des habitudes de travail ainsi que des habiletés d’apprentissage. |
| **Buts et priorités** | Assurer des pratiques pédagogiques qui permettront aux élèves de développer leur autonomie, leur sens de l’initiative ainsi que leur autorégulation. |
| **Raison de l’utilisation de la technologie** | Par l'entremise du projet, nous espérons faire de nos enseignants des enseignants du 21e siècle. Ainsi, ils rejoindront mieux nos élèves. |
| **Normes et cibles** | Le passage d'une cote NS ou S vers T ou E  Grâce à l'application l'Observatoire (un projet du CEPEO), il est possible de suivre le développement des habilités d'apprentissage et habitudes de travail. L'engagement des élèves face à leur apprentissage se verra par l'amélioration de ses HH (habiletés d’apprentissage et habitudes de travail) et surtout l'autonomie, le sens de l'initiative et l'autorégulation. |
| **Étapes de mise en oeuvre** | Nous proposons un plan de trois formations. La première formation présente le SGA provincial. La deuxième formation sert à appuyer les enseignants avec le développement et l'adaptation des cours. La troisième formation, offerte 2 mois plus tard, a comme but de discuter des efforts à ce jour et trouver des solutions aux défis rencontrés. Toutes ces formations sont appuyées par la formatrice provinciale et Pierre Sarazin. |
| **Contrôle du projet, utilisation des données de base** | Le lien entre l’engagement, le développement des HH et l’amélioration des résultats scolaires sera assuré par la mise en oeuvre de l’évaluation au service de l’apprentissage. |
| **Bâtir la capacité en enseignement** | Nous voulions encourager nos enseignants novateurs, tout en présentant une nouvelle pratique pédagogique à nos enseignants plus traditionnels. |
| **Leadership et durabilité** | Mme Bianca Girard du projet Destination Réussite Volet II nous aide à élaborer nos outils de mesure de l'impact du projet sur l'engagement des élèves |

**Conseil scolaire : Conseil scolaire Viamonde - CSViamonde**

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| **Titre du projet** | Utilisation efficace des tableaux interactifs au service de l’apprentissage |
| **Brève description** | Nous voulons augmenter l’engagement des élèves dans leur apprentissage en les faisant participer à l’utilisation des tableaux interactifs et de la technologie en générale dans différents cours.  Nous voulons répondre aux besoins des élèves et encourager l’utilisation de la technologie pour les élèves en difficulté et qui bénéficient d’appareil technologique. En intégrant l’utilisation de la technologie dans différentes matières, l’élève ayant un appareil technologique suite à une identification, ne se sentira pas exclus et différent des autres. |
| **Portée du projet** | Nombre d’écoles : 2  Nombre de classes : 2  Nombre d’élèves : 60 élèves  2 classes de 7e et 8e année de deux régions différentes. Une classe de 7e et 8e année est dans une école 7-9 et l’autre classe est dans une école maternelle-8e.  Cours ciblés : Français, Mathématiques et Arts |
| **Raison d’être** | Dans le cadre du projet-pilote, nous voulons que les deux classes concernées puissent utiliser le tableau interactif dans plus d’une matière. |
| **Buts et priorités** | Nous voulons aussi augmenter l’utilisation du TBI (tableaux interactifs au service de l’apprentissage) par les élèves.Les deux classes ciblées feront la mise à l’essai certains des modules des cours en ligne tout en les modifiant pour répondre aux besoins des élèves. |
| **Raison de l’utilisation de la technologie** | Le projet vise à ce que les enseignants et les élèves puissent utiliser la technologie dans différents contextes, pour différents apprentissages. Nous voulons que les logiciels soient connus tant par les élèves que les enseignants. |
| **Normes et cibles** | 100% des élèves de la classe auront la chance d’utiliser le tableau interactif au cours d’une leçon.  100% des élèves de la classe utiliseront au moins deux nouveaux logiciels dans le cadre de différentes leçons.  Les enseignants planifieront des leçons et utiliseront le tableau interactif et la technologie dans leur cours de français, mathématiques et arts (pour une école). |
| **Étapes de mise en oeuvre** | Lors du sondage aux élèves de 2010, 74 % des élèves du Conseil disent qu’ils ont accès à du matériel varié. Nous voulons augmenter ce pourcentage de 5 %.  -En juin 2011, toutes les écoles élémentaires ayant des élèves de 7e et 8e année ont reçu un tableau interactif et un chariot de portables.  -En juin 2010, toutes les écoles secondaires ont reçu plusieurs tableaux interactifs et des chariots de portables. |
| **Contrôle du projet, utilisation des données de base** | Nous voulons maximiser l’utilisation des tableaux afin d’appuyer l’apprentissage de tous les élèves, de la maternelle à la 12e année. Une formation technique est prévue dans un premier temps. Un réseau de formation de 3 jours est prévu pour deux enseignants par école De l’accompagnement plus individuel sera aussi disponible sur demande. |
| **Bâtir la capacité en enseignement** | Le projet-pilote touchera deux classes du Conseil. Une formation sera offerte en parallèle à toutes les écoles du Conseil sur l’utilisation du TBI au service de l’apprentissage.  Au niveau du Conseil, nous voulons offrir un accompagnement technique sur l’utilisation du tableau interactif pour des enseignants par école élémentaire et secondaire qui n’ont jamais reçu la formation.  Nous offrirons aussi un réseau de formation pédagogique de 3 jours pour le personnel enseignant de 2 enseignants par école élémentaire et secondaire. Toutes les écoles ont reçu des tableaux interactifs l’an dernier. |
| **Leadership et durabilité** | Conseiller pédagogique : accompagnement et formation des enseignants  Accompagnatrice apprentissage hybride : accompagnement, formation des conseillers pédagogiques et du personnel enseignant au niveau de l’utilisation de la technologie en mathématiques  Technicien en informatique : support technique et installation des logiciels requis |

**Conseil scolaire : Conseil des écoles catholiques du Centre-Est - CECCE**

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| **Titre du projet** | Apprentissage hybride en 7e et 8e année |
| **Brève description** | Notre projet en apprentissage hybride touche les élèves de la 7e et 8e année. Nous avons voulu créer un contexte expérimental en choisissant des classes dans des contextes variés (milieu rural, urbain, classes enrichies, régulières). Chaque enseignant a personnalisé son unité selon ses besoins lors de journées d’appui systémique où la collaboration était encouragée. |
| **Portée du projet** | Nombre d’écoles : 6  Nombre de classes : 7 classes de 7e et 8e année  Nombre d’élèves : environ 300 |
| **Raison d’être** | Nous souhaitons que l’utilisation de la technologie et que l’autonomie accordée aux élèves par le biais de l’enseignement hybride saura améliorer l’engagement des élèves dans leur apprentissage. |
| **Buts et priorités** | Le projet pourra contribuer à l’amélioration de la motivation et les habiletés des élèves et des enseignants des façons suivantes.  Rendre désirable l’apprentissage hybride :   * Démontrer que l’apprentissage hybride améliore l’engagement * Démontrer que plusieurs groupes d’élèves en profiteraient: enrichis, régulier, en milieu rural. * Démontrer que l’apprentissage hybride est une excellente pratique pour cultiver et mesurer l’engagement * Identifier les conditions nécessaires à une utilisation optimale des cours en ligne   Le projet aurait permis de cultiver le leadership et l’influence sociale   * Les leaders auront vécu et encourageront la collaboration entre les pairs par des réseaux présentiels et virtuels * Les leaders pourront partager des histoires de succès   Le projet aura amélioré la structure technologique dans certaines écoles   * Des encouragements ex. voir des élèves qui mettent à profit des habiletés technologiques * Gain de portables dans l’école * Un cadre d’évaluation qui contribue à l’évaluation d’habiletés et d’habitudes de travail déjà exigées par le MÉO |
| **Raison de l’utilisation de la technologie** | La technologie permet également d’augmenter le sens d’autonomie de l’élève à plusieurs volets : elle permet une plus grande auto-direction des actions quotidiennes, mais aussi un plus grand choix de cours qui s’ouvrent à lui ou elle. Une vaste gamme de cours d’un grand nombre de pourvoyeurs spécialisés devient accessible et saura mieux outiller des jeunes qui auront à conférer avec une globalisation du marché du travail. |
| **Normes et cibles** | Le projet influence les habiletés par les actions suivantes :  Supprimer les limites   * technologiques en créant une raison pédagogique d’ajouter des bornes ou le sans-fil lorsque possible * pédagogiques en permettant l’exploration et l’utilisation des cours préparés par le CFORP qui sont personnalisables * de connaissance en offrant des formations ciblées en lien   Force sociale :   * augmentant le nombre d’enseignants compétents dans l’utilisation du SGA et la technologie * encourageant une collaboration au sein d’une communauté virtuelle   Changer l’environnement :   * Créer un environnement d’apprentissage plus flexible, autonome * La formule hybride réer un environnement technologique qui se marie au besoin des adolescents de se retrouver en interaction sociale |
| **Étapes de mise en oeuvre** | Formation de l’équipe « apprentissage au 21e siècle » qui comprend :   * Appel aux directions appuyé d’un document d’explication afin de susciter un intérêt dans l’apprentissage hybride et une demande de recrutement des enseignants qui pourraient être intéressés * Visite dans les écoles désireuses d’explorer le sujet. L’enseignant en affectation spéciale présente ce qu’est l’apprentissage hybride, les buts et l’engagement recherchés. La présentation souligne les avantages aux élèves et enseignants. * Consultation avec les TI pour voir quelles responsabilités peuvent être acceptées par leurs ressources humaines : comprend l’installation des images sur les ordinateurs, l’installation de bornes ou filage sans fil selon les demandes anticipées * Analyse des propositions d’engagement avec les TI * Acceptation des projets les plus propices * Commande des équipements avec entente de subvention selon une formule 50 % payé par le Conseil, 50 % payé par les écoles |
| **Contrôle du projet, utilisation des données de base** | Nous recueillerons des données telles que les émotions dans le journal personnel, l’intérêt individuel et situationnel, la valeur et l’auto-efficacité à l’aide de grilles d’observation et d’auto-évaluation.  En prenant des mesures sur une variété d’indicateurs liés à l’engagement, il sera possible de différencier les composantes engageantes de celles qui pourraient potentiellement désengager l’élève. En ayant ces données, nous serons en mesure d’adresser et de corriger les éléments qui mènent au désengagement et répéter les composantes jugées efficaces.  Ainsi, notre explication aux participants futurs sera très convaincante, puisque tous les enseignants sont en recherche de techniques efficaces et éprouvés pouvant engager davantage l’élève dans son apprentissage. |
| **Bâtir la capacité en enseignement** | * Formation (Consortium) de 2 jours en apprentissage hybride, le SGA, les fonctions pigeonnier et forum de discussion * 2 jours d’appui (agente du Consortium et EEAS) et de collaboration entre les participants pour la planification de la première unité * À venir :   + 1 journée d’appui pour la planification de la 2e unité (pour ceux qui en font 2) (Consortium et EEAS)   + 1 journée de rencontre de pratique réflexive pour analyser et partager les pratiques gagnantes les membres seront sollicités pour continuer à participer à un réseau en apprentissage hybride l’an prochain (EEAS) |
| **Leadership et durabilité** | Un comité de visionnement composé d’enseignants, directions, membres de la communauté, d’élèves et de parents s’est penché sur comment vivre le défi de tirer parti des sciences de l’apprentissage, des nouvelles pédagogies et des nouvelles technologies. Certaines compétences ont été identifiées dont littératie : maîtrise de l’information et de la technologie, l’auto-direction, la flexibilité. L’apprentissage hybride est un contexte propice au développement de ces compétences.  Nous avons donc créé un contexte systémique d’expérimentation qui nous permettra de vérifier multiples hypothèses face aux conditions optimales de l’apprentissage avec la technologie en appui. |

**Conseil scolaire : Conseil scolaire du district du Grand Nord de l’Ontario – CSPGNO**

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| **Titre du projet** | Environnement technopédagogique d’apprentissage personnalisé électronique - ETAPe |
| **Brève description** | Le but principal de ce projet est d’outiller le personnel enseignant dans sa démarche pédagogique afin d’améliorer le rendement, le recrutement et la rétention des élèves tout en augmentant le taux de satisfaction des élèves et des parents par l’utilisation et l’intégration des ressources et outils électroniques. |
| **Portée du projet** | Nombre d’écoles : 3 écoles  Nombre de classes : 6 classes  Nombre d’élèves : 100  Le groupe ciblé est celui des élèves du niveau intermédiaire; c’est-à-dire, de trois classes de 8e année, de deux classes de 7e année et d’une classe combinée de 7e et 8e année de 3 écoles différentes |
| **Raison d’être** | Le projet ETAPe cherche donc à profiter de l’infrastructure léguée par le projet ASL (*Apprentissage sans limites*) afin de remettre l’accent sur la pédagogie; c’est-à-dire, ETAPe ne pourrait exister sans qu’il n’y ait eu le projet ASL et ASL ne peut continuer sans être insufflé d’un air de nouvelle pédagogie. |
| **Buts et priorités** | Avec ce but en tête, nous fournissons des miniportables à écran tactile aux élèves de 7e année et de 8e année de nos écoles participantes. Le personnel enseignant impliqué dans le projet est aussi équipé de ces « Netbooks » en plus d’un portable et d’un tableau blanc interactif SMART. |
| **Raison de l’utilisation de la technologie** | Les miniportables et les autres outils technologiques fournis sont indispensables dans l’atteinte du but énoncé précédemment. La contribution qu’apporte ce projet envers la réalisation des objectifs du plan stratégique du CSPGNO dépend intrinsèquement sur l’intégration de la technologie. Bien entendu, il est possible d’améliorer le rendement, d’assurer le recrutement et la rétention d’élèves et d’augmenter le taux de satisfaction de la clientèle ciblée, sans technologies. Par contre, l’intégration d’outils technologiques au projet agit comme catalyseur dans l’atteinte de ces objectifs; p.ex., la seule présence des outils oblige l’enseignante ou l’enseignant à réinventer, ou tout au moins, à revisiter sa démarche pédagogique traditionnelle. Ce genre d’expérience impose justement des changements dans une direction préconisée par le projet. La technologie lui est donc indispensable. |
| **Normes et cibles** | Dans les écoles qui participent au projet, on fait une analyse du maintien, de la croissance ou de la décroissance du :   * nombre d’élèves retenu de la 6e année à la 7e année; * nombre d’élèves retenu de la 8e année à la 9e année; * nombre d’élèves recrutés en 7e et 8e année; |
| **Étapes de mise en oeuvre** | Il y a déjà plus de huit ans, le CSPGNO lançait un projet intitulé, *Apprentissage sans limites* (ASL). Ce projet équipait les élèves du secondaire ainsi que tout le personnel enseignant de portables dans un rapport de 1 à 1. L’accès universel à la technologie était alors la priorité. Toute une infrastructure a été bâtie qui permettait d’accorder un portable et un accès à l’internet sans-fil à chaque élève du secondaire. Ceci bénéficiait surtout nos écoles secondaires de petites communautés où l’accès à l’internet haute-vitesse était limité. Par contre, puisque on mettait plutôt l’accent sur l’accès à la technologie, la pédagogie a été quelque peu négligée. |
| **Contrôle du projet, utilisation des données de base** | Le niveau d’influence souhaité est principalement au palier intermédiaire (7e à 10e année) à l’échelle du conseil. Le déploiement progressif et systématique du projet est prévu dans toutes les écoles intermédiaires du CSPGNO d’ici juin 2014. L’influence s’exercera aussi progressivement dans les cinq matières ciblées par le projet, soient les mathématiques, le français, les sciences et technologie, et l’éducation artistique. |
| **Bâtir la capacité en enseignement** | Les 3 membres du personnel non enseignant sont des directions d’école  Deux conseillers pédagogiques ont été associés au projet pour fournir de l’appui sous forme d’accompagnement et de formation dans l’appropriation et l’exploitation de ces différentes technologies. |
| **Leadership et durabilité** | le Consortium d’apprentissage virtuel de langue française de l’Ontario (CAVLFO) s’ajoute à la liste des partenaires. Le CAVLFO vient offrir un appui au projet par des sessions de formation sur le Système de gestion des apprentissages (SGA) de D2L auprès des enseignantes et enseignants du projet ETAPe. |

**Conseil scolaire : Conseil scolaire de district des écoles catholiques du Sud-Ouest - CSDECSO**

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| **Titre du projet** | Le rôle de la technologie (iPod/iPad) pour appuyer l’apprentissage des élèves souffrant de troubles du spectre autiste (TSA) |
| **Brève description** | Augmenter l’autonomie de l’élève à l’aide d’appuis technologique et visuels.  Faciliter l’accès au curriculum à l’aide d’application permettant la différenciation pédagogique.  Faciliter la prise de données afin d’assurer que les buts sont atteints et que les stratégies préconisées sont appuyées par la recherche et les preuves.  Cibler la motivation de l’élève.  Clarifier les attentes du curriculum et de la routine. |
| **Portée du projet** | Nombre d’enseignantes et d’enseignants : 20  Nombre de membres du personnel non enseignant : 25  Nombre d’élèves : 17  Élèves atteints du TSA et élèves ayant un trouble du comportement |
| **Raison d’être** | Nous souhaitons améliorer la réussite des élèves participant au projet et leur engagement à leur apprentissage. |
| **Buts et priorités** | Les buts spécifiques des interventions auprès de chaque élèves ou enfants seront choisis selon le PEI de l’élève. |
| **Raison de l’utilisation de la technologie** | Remplacer les incitations directes des intervenants – l’iPod vise l’autonomie, car l’élève réagit au stimulus de l’appareil au lieu d’une personne.  Fournir un motivateur spécifique et constant – les applications disponibles peuvent être spécifique aux intérêts de l’élève.  Faciliter la prise de données de la part des intervenants – les applications réduisent la nécessiter de plusieurs feuilles et documents. Elles facilitent aussi le partage d’information à l’équipe par courrier électronique et par l’espace de collaboration du Conseil.  Amorcer les situations difficiles pour l’élève afin qu’elle ou il puisse pratiquer les stratégies apprises.  Fournir des stratégies de différenciation aux enseignantes et enseignants de même qu’aux intervenantes et intervenants auprès de l’élève. |
| **Normes et cibles** | Augmenter   * une habileté * l’autonomie au travail * l’autonomie dans les routines de la classe * la fluidité d’une habileté identifiée   Réduire   * un comportement désagréable identifié |
| **Étapes de mise en oeuvre** | Sans objet |
| **Contrôle du projet, utilisation des données de base** | La prise de données sera faite, selon le but, par les techniciennes en éducation spécialisées durant l’utilisation des iPod. Les incitations utilisées auprès de l’élève, avant l’utilisation du iPod, seront aussi notées. |
| **Bâtir la capacité en enseignement** | Éducatrices/éducateurs, techniciennes en éducation spécialisé, administration, conseillère en gestion du comportement, membres de l’équipe technique du conseil  Thames Valley Children’s Centre – pour faciliter la prise de données |
| **Leadership et durabilité** | Appui du personnel du Conseil :  Directeur, techno pédagogie  Conseillère en gestion de comportement, TSA |

**Conseil scolaire : Conseil scolaire catholique de district des Grandes Rivières - CSCDGR**

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| **Titre du projet** | Apprentissage hybride en 7e et 8e années |
| **Brève description** | On voit l’engagement des élèves qui est omni présent. Ils adorent la technologie. On doit s’adapter aux jeunes et non le contraire. Nos pratiques en enseignement changent, nous n’avons pas le choix, car si on ferme les yeux sur Facebook, Twitter, le texting, etc., on va perdre plusieurs de nos adolescents.  On voit que les élèves embarquent et qu’ils réussissent bien. Avec l’intégration d’antidote, on laisse tomber plusieurs livres \*papier\* comme le dictionnaire et le Bescherelle. On retrouve plein d’information avec quelques clics. |
| **Portée du projet** | Nombre d’écoles : 3  Nombre de classes : 3  Il y a quatre enseignant.es, car une enseignante enseigne les arts  Nombre d’élèves : 46  Deux classes à niveau double soit 7e/8e. Une troisième classe à niveau simple de 8e année. La classe de 8e année est composée majoritairement de garçons. |
| **Raison d’être** | Les élèves l’utilisent déjà tous les jours à la maison donc il est facile pour eux de faire des liens avec leurs connaissances antérieures.  L’ordinateur est présent dans tous les domaines et continu à prendre de l’ampleur et les élèves vont travailler avec cette technologie dans les années à venir. |
| **Buts et priorités** | Avec l’intégration d’antidote, on laisse tomber plusieurs livres \*papier\* comme le dictionnaire et le Bescherelle. On retrouve plein d’information avec quelques clics. |
| **Raison de l’utilisation de la technologie** | On veut que les élèves deviennent plus habiles avec la technologie, on veut également bâtir une certaine autonomie au le cycle intermédiaire. On sait que la technologie prend de plus en plus d’ampleur en éducation et il existe de plus en plus de cours donnés via Internet, vidéoconférence.  L’autre facette qu’on veut aller toucher est la remise des travaux sans papier pour deux raisons. L’écologie et la génération future. |
| **Normes et cibles** | Note du bulletin de janvier versus les résultats du bulletin de juin dans les matières enseignées sur la plateforme.  La fréquence que les élèves utilisent la plateforme. |
| **Étapes de mise en oeuvre** | Nous avons discuté avec les enseignants, ils ont accepté et nous avons eu une formation d’une journée de la plateforme, des cours, des modules avec une formatrice du consortium d’apprentissage électronique. |
| **Contrôle du projet, utilisation des données de base** | L’utilisation de logiciel accompagnant certaines matières par exemple Antidote en littératie.  Petit questionnaire sur Antidote  Exercices avec le logiciel |
| **Bâtir la capacité en enseignement** | Nous avons choisi 4 enseignants déjà habillent avec la technologie. Dans ces quatre enseignants, nous avons choisi un homme et trois femmes. Deux classes à niveaux multiples (classe à niveau double soit deux classes de 7e/8e) et la dernière classe est composées majoritairement de garçons connus pour être une classe avec plusieurs cas de comportement. |
| **Leadership et durabilité** | Appui du responsable du dossier pédagogique/informatique |

**Conseil scolaire : Conseil scolaire de district catholique Centre-Sud – CSDCCS**

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| --- | --- |
| **Titre du projet** | L’apprentissage hybride dans le cadre des carrefours en numératie en 7e/8e |
| **Brève description** | La plateforme sera présentée dans le biais des carrefours en numératie. |
| **Portée du projet** | Nombre d’écoles : 15  Nombre de classes : à déterminer  Nombre d’élèves : 250  Les enseignants de mathématiques en 7e et 8e qui œuvrent dans les écoles du modèle Mat-8eet qui participent aux carrefours. |
| **Raison d’être** | Améliorer les résultats au TPM de l’OQRE en 9e année.  Intégrer les outils du Web 2.0 et utiliser les ressources électroniques existantes ce qui a pour but de rejoindre le profil de l’apprenant du 21e siècle. |
| **Buts et priorités** | Dans un premier temps, nous voulons simplement expliquer/modeler comment accéder aux ressources existantes dans la BRÉO. Dans un deuxième temps, nous allons expliquer/modeler comment accéder à la plateforme D2L et certaines des fonctionnalités ainsi que les unités qui s’y retrouvent. |
| **Raison de l’utilisation de la technologie** | Nous cherchons des améliorations à moyen terme en lien avec les résultats au TPM et l’apprentissage des concepts mathématiques en général plutôt que l’intégration de la technologie à ce stade ici. |
| **Normes et cibles** | 100% des enseignants qui participent aux carrefours en numératie 7e-8e obtiendront la formation sur la BRÉO et la plateforme D2L.  2 25% des enseignants qui auront reçu la formation sur la BRÉO et la plateforme D2L intégreront ces outils en salle de classe au moins 1 fois par semaine  3 50% des enseignants qui auront reçu la formation sur la BRÉO et la plateforme D2L intégreront ces outils en salle de classe au moins 1 fois par mois |
| **Étapes de mise en oeuvre** | De fait, le projet va débuter seulement vers la fin février 2012. Par conséquent, il devient difficile d’ajouter des jours de formation et de retirer le personnel enseignant de la salle de classe. Or, c’est la raison pour laquelle nous intégrerons ce projet à l’intérieur des activités existantes de notre plan de formation. La plateforme sera présentée dans le biais des carrefours en numératie. Le sujet de monitorage de la direction n’est pas adressé dans ce projet cette année |
| **Contrôle du projet, utilisation des données de base** | Nombre d’enseignants qui utilisent la plateforme selon la fréquence recherchée |
| **Bâtir la capacité en enseignement** | Appui du personnel suivant :  enseignante accompagnatrice en numératie  direction du service de la programmation |
| **Leadership et durabilité** | Nous permettrons surtout une phase d’exploration de ces outils et proposerons d’accompagner une école plus formellement selon l’intérêt démontré. À ce stade, nous accorderons un appui financier pour l’achat d’équipement à l’école participante. |

**Conseil scolaire : Conseil scolaire de district catholique des Aurores boréales - CSDCAB**

|  |  |
| --- | --- |
| **Titre du projet** | L’apprentissage hybride en 7e et 8e année |
| **Brève description** | Apprentissage hybride dans 5 classes à années multiples (5e à 8e année) afin de permettre le travail d’équipe avec des élèves d’une même année d’études (et/ou du même sexe) dans des écoles différentes. |
| **Portée du projet** | Nombre d’écoles : 6  Nombre de classes : 6  Nombre d’élèves : 17  7e et 8e année, français |
| **Raison d’être** | Afin de permettre à nos élèves de collaborer en équipe à des projets d’apprentissage hybride avec des élèves qui se trouvent dans d’autres petites écoles et ainsi briser l’éloignement des élèves. (Leur permettre de parfois travailler avec des élèves de leur âge et/ou de leur sexe). |
| **Buts et priorités** | Apprentissage hybride dans 5 classes à années multiples (5e à 8e année) afin de permettre le travail d’équipe avec des élèves d’une même année d’études (et/ou du même sexe) dans des écoles différentes. |
| **Raison de l’utilisation de la technologie** | Initiation à l’apprentissage hybride en 7e et 8e dans les classes à années multiples en favorisant la différenciation pédagogique. |
| **Normes et cibles** | Le personnel enseignant se dit plus à l’aise avec l’intégration de la technologie dans son enseignement.  Le personnel enseignant trouve que son programme est enrichi grâce aux contenus des unités.  Le nombre d’élèves travaillant en apprentissage électronique augmentera. |
| **Étapes de mise en oeuvre** | Achat du matériel nécessaire au projet  Formation initiale en novembre 2011 : fonctionnement et possibilité du SGA  Vidéoconférence en décembre 2011 : Planification du projet  Rencontre de présentation initiale des élèves par Skype avant de débuter SGA et blogue  Travail sur le SGA, le blogue et Skype avec les unités de cours de français  Rencontre de CAP en vidéoconférence avec le personnel (soutien)  Sondage pour le personnel enseignant |
| **Contrôle du projet, utilisation des données de base** | Sans objet |
| **Bâtir la capacité en enseignement** | Accroître la capacité du personnel enseignant à utiliser efficacement les ressources électroniques et les technologies éducatives mises à leur disposition. |
| **Leadership et durabilité** | Appui d’un technicien en informatique |

**Conseil scolaire : Conseil scolaire catholique du Nouvel-Ontario - CSCNO**

|  |  |
| --- | --- |
| **Titre du projet** | Apprentissage hybride en 7e et 8e |
| **Brève description** | À l’aide des outils technologiques déjà disponibles au sein de leur école respective, le personnel enseignant visé utilisera les modules de contenu en ligne de 7e et 8e années en y intégrant également les outils de la plateforme provinciale (SGA) afin :   * d’enrichir l’apprentissage en salle de classe par le biais de nouvelles pratiques d’enseignement à l’ère numérique qui favoriseront l’engagement de leurs élèves; * d’accroître leur capacité ainsi que celles de leurs élèves à utiliser efficacement les ressources électroniques disponibles ; * de répondre aux divers styles d’apprentissage et types d’intelligence *(différenciation pédagogique)* afin d’améliorer le rendement des élèves; * de collaborer et partager davantage entre écoles par le biais de rencontres en face à face et de rencontres virtuelles;   et ce, tout en développant les compétences du XXIe siècle de leurs élèves. |
| **Portée du projet** | Nombre d’écoles : 6  Nombre de classes : 6  Nombre d’élèves : 100  Les écoles énumérées dans le tableau ci-dessous ont été ciblées en fonction des critères suivants :   * petites écoles éloignées; * une classe à années multiples de 7e et 8e année par école; * occasion de réseautage et de collaboration entre enseignants de 7e et 8e *(pour contrer l’isolement)*; * le personnel enseignant visé démontre un grand intérêt à intégrer davantage les technologies émergentes à l’apprentissage de leurs élèves; * écoles ayant participé aux projets pilotes « *S’unir pour réussir* » et « *Appui en tout te*mps »; * écoles ne participant pas à la Stratégie provinciale en numératie. |
| **Raison d’être** | À l’aide des outils technologiques déjà disponibles au sein de leur école respective, le personnel enseignant visé utilisera les modules de contenu en ligne de 7e et 8e années en y intégrant également les outils de la plateforme provinciale (SGA) |
| **Buts et priorités** | Développer, chez nos élèves, les compétences du XXIe siècle liées aux habiletés d’apprentissage et habitudes de travail du bulletin scolaire par le biais des technologies émergentes. Appuyer la mise en œuvre des principes de différenciation pédagogique dans une classe à années multiples de 7e et 8e dans le but de mieux répondre aux divers styles d’apprentissage et intérêts des élèves.  Améliorer le rendement des élèves dans la ou les matières visées par chaque enseignant selon les unités de cours de 7e et 8e présentement disponibles sur le SGA. |
| **Raison de l’utilisation de la technologie** | Suite au projet « *Initiatives TIC du CSCNO* » dans le cadre duquel le Conseil adéployé un réseau sans fil dans chacune des écoles et a remis une tablette PC à chaque membre du personnel enseignant, au cours des 3 dernières années, l’infrastructure technologique nécessaire pour la réussite du projet CODE est déjà en place.  De plus, le personnel enseignant visé a développé, depuis l’obtention de la formation initiale reliée à la tablette, les compétences de base nécessaires pour intégrer ces outils technologiques et les ressources médiatiques disponibles.  Au niveau du Conseil, le déploiement systémique des tablettes et la formation connexe représentait la première phase de notre plan de mise en œuvre face à l’intégration de la technologie à l’apprentissage des élèves du CSCNO.  La participation à ce projet pilote visant l’apprentissage hybride en 7e et 8e s’avère donc une prochaine étape naturelle qui favorise une exploitation encore plus efficace des technologies disponibles par le biais des nouvelles ressources du SGA.  Nous souhaitons aussi perfectionner, chez nos enseignants, leurs stratégies d’enseignement à l’ère numérique afin d’améliorer la motivation et l’engagement des élèves face à leur apprentissage et leur permettre de développer de meilleures habitudes de travail et habiletés d’apprentissage.  De plus, l’élaboration d’une vision pédagogique TIC s’avère une des actions prioritaires du PAC 2011-2012. La participation à ce projet pilote facilitera cet exercice de réflexion. |
| **Normes et cibles** | Engagement des élèves  D’ici la fin juin 2012, tous les élèves des classes impliquées auront choisi et utilisé de façon autonome au moins une des ressources médiatiques suggérées par le SGA (p. ex., modules de cours en ligne, OAI, SOS Devoirs, BRÉO, TFO, logiciels du CCPALO) dans le cadre d’une tâche assignée par l’enseignant ou l’enseignante  Pratiques d’enseignement  D’ici la fin juin 2012, les 9 enseignants qui participent au projet CODE auront utilisé au moins 2 modules médiatisés de 7e et/ou 8e des cours SGA (de la matière de leur choix) dans le cadre de leur enseignement.  D’ici la fin juin 2012, les 9 enseignants qui participent au projet CODE auront participé au moins à une séance d’échanges virtuelle en lien avec les outils et ressources du SGA. |
| **Étapes de mise en oeuvre** | Planification (janvier et février 2012)   * participation de l’équipe-conseil à une formation offerte par le Consortium * présentation du projet CODE au Comité d’éducation et au Service de l’informatique du Conseil * réflexion, consultation et préparation du rapport préliminaire (*choix des écoles à l’aide de données, élaboration d’objectifs SMART, identification de résultats visés)* * planification de la formation et de l’accompagnement *(avec l’appui du Consortium)* * organisation et tenue d’une première rencontre par vidéoconférence avec le personnel enseignant et les directions concernées (séance d’information – mise en contexte, but du projet, objectifs SMART et résultats mesurables visés) * organisation et tenue d’une formation initiale (SGA) offerte par le Consortium à l’intention du personnel enseignant concerné suivie d’une séance de planification des prochaines étapes de la mise en œuvre.   À noter :   * Les prochaines étapes du plan de mise en œuvre seront déterminées en collaboration avec le personnel enseignant concernées tel que mentionné ci-dessus. |
| **Contrôle du projet, utilisation des données de base** | À l’aide du Coffre, outil de gestion de données développé par le Conseil, les enseignants peuvent facilement suivre la progression des élèves et analyser les résultats du rendement ainsi que les HH. La représentation des données sous forme de graphiques permet une analyse efficace. |
| **Bâtir la capacité en enseignement** | Directrice du Service d’appui à l’apprentissage – 7e à 12e / personne responsable de la mise en œuvre AÉO (Danielle Venne)   * + coordination de la mise en œuvre du projet CODE avec l’appui de la directrice exécutive de l’apprentissage (Nicole Sonier) et du Comité d’éducation (autres directions de service)   + coordination de l’appui pédagogique   Conseillères pédagogiques en intégration des technologies (Mélanie Lamarche et Micheline Lacoste)   * + appui à l’élaboration du plan de mise en œuvre   + accompagnement (p. ex., formations TIC, modelage, préparation de ressources, appui à l’élaboration de scénarios pédagogiques, etc.)   Formateur du Consortium (Daniel Doucet)   * + livraison des formations du Consortium selon les besoins identifiés,   + accompagnement de l’équipe-conseil et du personnel enseignant impliqué   Directeur du Service d’informatique (Robert Bégin)   * + coordination du soutien technique nécessaire pour appuyer la mise en œuvre du projet   Coordonnateur pédagogique de la GIARE (Stéphane Charbonneau)  appui au niveau de l’utilisation des outils de collecte et d’analyse de données disponibles dans le Coffre du CSCNO |
| **Leadership et durabilité** | Favoriser les échanges et la collaboration à distance entre le personnel enseignant de classes à années multiples de 7e et 8e années de nos petites écoles éloignées.  Faciliter éventuellement la mise en œuvre et le partage de nouvelles pratiques d’enseignement à l’ère numérique au sein de toutes nos écoles.  Développer les compétences technologiques du personnel enseignant dans le but de favoriser davantage l’intégration des technologies émergentes et des ressources médiatisées disponibles à l’enseignement et à l’apprentissage des élèves.  Exploiter davantage le potentiel des outils et de l’infrastructure technologiques déjà en place au sein de notre Conseil *(accès sans fil, tablettes PC, TBI, etc.).* |

**Conseil scolaire : Conseil scolaire de district catholique de l’Est ontarien – CSDCEO**

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| --- | --- |
| **Titre du projet** | Apprentissage hybride |
| **Brève description** | Démontrer que l’intégration de l’apprentissage électronique, voire l’enseignement et l’apprentissage hybride sont avantageux.  Cibler des domaines propices à cette intégration, des démarches qui favorisent l’intégration et des structures qui favorisent la collaboration. |
| **Portée du projet** | Nombre d’écoles : 2  au Pavillon Intermédiaire La Citadelle  Nombre de classes :  5 classes de 8e année  au Pavillon Intermédiaire Embrun  *Nombre de classes : 2 classes (1 classe 7e année et 1 classe 8e année)*  PIC La Citadelle - 118 élèves  PIC Embrun - 53 élèves |
| **Raison d’être** | Nous aimerions vérifier si un type d’enseignement hybride augmentera la motivation, et la participation au sein de leur apprentissage, pour ces élèves. |
| **Buts et priorités** | En utilisant un modèle d'enseignement hybride (au sein duquel la technologie appui les pratiques pédagogiques déjà en place) nous souhaitons miser sur la collaboration, la communication, la pensée créative et critique de nos élèves. |
| **Raison de l’utilisation de la technologie** | Muni d’ordinateurs portables les élèves accèdent et collaborent pas l’entremise de la plateforme SGA.  Puisque chaque enseignant a accès à un TBI le modelage et la pratique guidée permettent de faire un suivi immédiat avec l’élève.  C’est notre objectif de placer l’élève le plus souvent action – qu’il devienne collaborateur dans son cheminement, de par l’utilisation de la technologie comme moyen et outil, l’élève vivra des processus. |
| **Normes et cibles** | Engagement – questionnaire  L’élève explique sa motivation, ce qu’il comprend, sa démarche  Intérêt – questionnaire  L’élève explique ce qui l’intéresse et pourquoi, comment il va y arriver.  Résultats scolaires des HH  Augmentation des cotes |
| **Étapes de mise en oeuvre** | Un comité systémique se penche sur l’intégration des compétences du 21e siècle autant à l’apprentissage qu’à l’enseignement. Nous croyons que l’apprentissage hybride est un forum qui favorise cette intégration, dans la mesure où le contexte de la salle de classe et de la programmation pédagogique le permettent.  De par ce projet, nous travaillerons avec les enseignants afin de mise sur les processus qui sous-tendent nos programmes-cadres et qui permettent de mettre les élèves en action. C’est par l’entremise de ces processus qu’on peut contextualiser, modeler, expliciter et consigner les habitudes de travail et habiletés d’apprentissage. |
| **Contrôle du projet, utilisation des données de base** | En permettant que le projet soit mis en œuvre par la collaboration des 4 enseignants participants, les compétences ciblées chez les élèves seront aussi travailler avec les enseignants : collaboration, communication, pensée critique et créative. |
| **Bâtir la capacité en enseignement** | Les services pédagogiques – équipe de conseillers pédagogiques qui appui en matière de formation et d’accompagnement  Destination Réussite – Bianca Girard qui appui pour le volet de la mesure et l’engagement de l’élève  Consortium d’apprentissage virtuel de langue française de l’Ontario – appui en matière de ressources et de formations. |
| **Leadership et durabilité** | Les services pédagogiques – équipe de conseillers pédagogiques qui appui en matière de formation et d’accompagnement  Destination Réussite – Bianca Girard qui appui pour le volet de la mesure et l’engagement de l’élève  Consortium d’apprentissage virtuel de langue française de l’Ontario – appui en matière de ressources et de formations. |

**Conseil scolaire : Conseil scolaire catholique Franco-Nord - CSCFN**

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| --- | --- |
| **Titre du projet** | Intégration de la technologie |
| **Brève description** | L’approche préconise l’utilisation de la différenciation pédagogique (DP) en salle de classe en utilisant entre autre la technologie. On souhaite que l’élève soit engagé dans son apprentissage et ce en lui offrant des façons d’apprendre qui lui soit le plus que possible rattaché à son style d’apprentissage. De cette façon l’élève se verra plus outillé pour réussir.  L’utilisation du TBI est courante car toutes les classes en ont un. Des formations sont disponibles à tous les mois au TBI au besoin (nous avons un site de dépôt électronique pour des leçons par niveau….) Nos accompagnateurs offrent aussi des formations variées avec des outils technologiques(manettes, ipod touch-toutes les écoles ont des ipod touch, ipad,) De même les suivis sont disponibles au besoin. De plus CAVLFO selon notre plan d’action forme l’équipe afin d’être bien équipé dans l’utilisation du SGA. |
| **Portée du projet** | Nombre d’écoles : 9  Nombre de classes : 12  Toutes nos écoles de 7-8 participent.  Nombre d’élèves : 400 |
| **Raison d’être** | Le projet a commencé il y a de cela quelques années avec le projet pilote DP en7-8 du MÉO. Par la suite une équipe a été crée en apprentissage hybride et aujourd’hui intégration de la technologie**.** |
| **Buts et priorités** | Une approche systémique au besoin grandissant de l’utilisation de la technologie en salle de classe se fait sentir et on se doit de former nos enseignant-e-s. |
| **Raison de l’utilisation de la technologie** | L’approche préconise l’utilisation de la différenciation pédagogique (DP) en salle de classe en utilisant entre autre la technologie |
| **Normes et cibles** | La fréquence de l’utilisation des ressources.  À tous le mois l’équipe doit tenter une pratique et la partager à la prochaine rencontre. La discussion étant ce qui a fonctionné et ce qui n’a pas fonctionné |
| **Étapes de mise en oeuvre** | Formation de l’équipe en début septembre avec une première rencontre en septembre 2011. Par la suite des rencontres mensuelles s’ensuivent. |
| **Contrôle du projet, utilisation des données de base** | Sans objet |
| **Bâtir la capacité en enseignement** | Surintendant, leader cadre efficacité, leader évaluation, 2 accompagnateurs intégration de la technologie, accompagnatrice PARÉ, accompagnatrice littératie (7-12), accompagnateur numératie (7-10), |
| **Leadership et durabilité** | Nos accompagnateurs offrent aussi des formations variées avec des outils technologiques (manettes, ipod touch-toutes les écoles ont des ipod touch, ipad,) De même les suivis sont disponibles au besoin. De plus CAVLFO selon notre plan d’action forme l’équipe afin d’être bien équipé dans l’utilisation du SGA. |

# Chapter 4: In the Midst of Harrowing New Ground: An Overview of Initial Data

The following charts and graphs provide a brief summary overview of the submitted English and French pilot projects.

What is evident from the analysis of information in the interim reports is that there is wide variation in the approaches and areas of focus in the school board projects. There were identifiable and practical themes that ran through and among the projects, but projects did not fit cleanly into distinct categories. Categorization by any specific themes did not result in any additional benefit to analysis due to the significant variations of approaches and resources within any category. Based on submitted reports, justifications could be found for most projects to be assigned in more than one theme area for any approach taken for categorization or clustering. Having multiple themes evident across many projects provides opportunities for richer analysis in the final report when the school board data is submitted in June 2012.

The following summary data is intended to provide an overview of the scope and nature of the submitted projects.

1. Projects by School Organization

English French

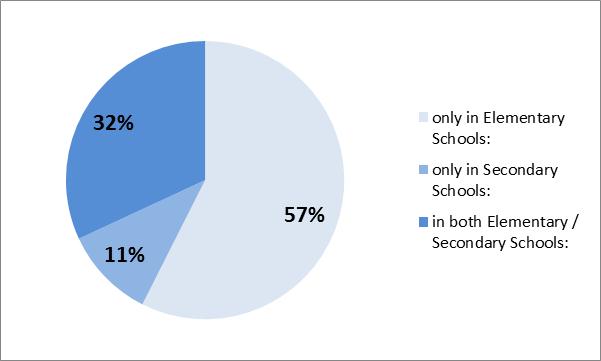
(35 projects) (12 projects)

only in Elementary Schools: 16 11

only in Secondary Schools: 5 0

in both Elementary / Secondary Schools: 14 1

**Projects by School Organization** (totals across English-language and French-language projects)



Of the forty-seven (47) English-language and French-language projects, forty-two (42) projects are targeted at a specific range of grades or the specific content or skills taught at identified grade levels.

Five (5) projects have a stated system focus that is inclusive of all students JK-12.

Two (2) projects have a stated Early Years focus.

Six (6) projects are specifically directed to supporting students with special needs.

1. Projects by Level of Student Involvement

English French

(35 projects) (12 projects)

Projects with 0 – 30 students involved: 3 2

Projects with 30 – 100 students involved 4 5

Projects with 101 – 500 students involved 17 5

Projects with 501 – 1000 students involved 3 0

Projects with over 1000 students involved 8 0

1. Projects by Level of Teacher Involvement

English French

(35 projects) (12 projects)

Projects with 0 – 9 teachers involved: 4 9

Projects with 10 - 30 teachers involved 16 3

Projects with 31 – 60 teachers involved 9 5

Projects with 61 or more teachers involved 6 0

Projects that have identified involvement by significantly more than 60 teachers, tend to be projects that have less need for extensive or personalized training.

1. Data Collection Processes

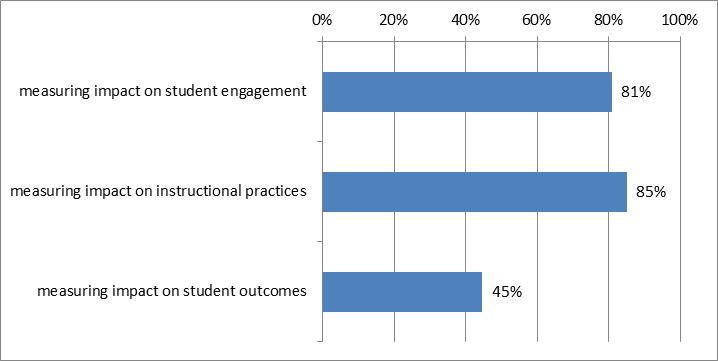
English French

Projects measuring impact on student engagement 27 11

Projects measuring impact on instructional practices 32 8

Projects measuring impact on student outcomes 16 5

**Percentage of Projects Measuring Impact on Each of Student Engagement, Instructional Practices, and Student Outcomes** (combined English-language and French-language projects)



From the total of forty-seven (47) projects:

* Sixteen (16) projects are planning to collect data on all three areas of impact (student engagement, instructional practices, and student outcomes).
* Twenty-one (21) projects are planning to collect data on two of the identified three areas of impact (student engagement, instructional practices, and student outcomes).
* Ten (10) projects are focused on one area of impact.

1. Number of School Boards using External Partners

English French

Total Number of School Boards with identified external partner(s) 13 4

*Type of Partnerships:*

Private Sector Technology Partners 6 2

Private Sector Learning Resources Partners 4 2

Post-secondary 4 0

Approximately one-third of the school boards have indicated that they are actively working with outside partners on their project. Only five (5) English-language school boards indicated that they are currently working closely with other school boards in the province, though several stated interest in working with school boards who were identified in their Community of Practice Cluster.

1. Implementation Start Dates

English French

(35 projects) (12 projects)

Implementation began prior to September 2011 8 0

Implementation began between September 2011 and December 2011.... 22 0

Implementation began January 2012 or later 5 12

Based on submitted information, most school boards were in the early stages of implementation of the pilot project at the time of writing the Interim Report. Almost all projects have identified February 2012 – June 2012 as the timeframe for data collection. A small number of school boards did provide preliminary or early data related to their project.

1. Number of Projects by Notional Themes

English French

Addressing Literacy 14 3

Addressing Numeracy 7 4

Digital Citizenship (ethical use of technology) 4 0

Use of Mobile Technology 14 2

Teacher Use of Technology (e.g., notebooks, whiteboards) 9 0

Technology-enabled Professional Learning   
(teacher networking, peer-to-peer collaboration) 11 0

Assistive Use of Technology 3 1

Learning Environments (blended learning, e-learning, LMS) 10 7

Parent and Community Engagement 4 0

The list of themes shown above is not meant to be exhaustive. Themes run through the projects, but are not used to separate or categorize individual projects.

There were multiple themes within and across all projects. Except for rare situations, projects had multiple aspects and differing combinations of activities related to the scope, use, training, and pedagogical basis of their technology-enabled project.

In the October 2011 report, Proposed Framework for Research Study, specific “domains of investigation" were identified in the framework. The following is quoted from page 2 of the October 2011 report:

*Domains are the areas of investigation. The domains are on organizing structure and are intended to each lead to exclusive areas of analysis.*

***Policies****: refers to strategies to implement or to better use technology*

***Resources****: refer to hardware, software, networks, and teaching and learning support resources developed to implement technology-enabled initiative*

***Curriculum****: refers to level of integration of the technology within the program*

***Training****: refers to the use of training modules, courses, or support documents*

***Teaching****: refers to the use of technology for teaching activities*

***Learning****: refers to the use of technology by the student*

***Connections****: refers to the use of technology to connect individual and groups*

*The final evaluation must make judgments that assess to what degree the activities within each domain have had an impact on student engagement, student skills, and instructional practices.*

As stated in the October 2011 report, the domains to be used in this project may be refined or re-defined based on final reports from the school boards. Without actual data submitted from the school boards, it is premature at this stage to state equivocally whether these domains will be the most beneficial for the analysis. However, based on the early analysis and the stated intentions for data submission by the projects, these domains seem foundationally to be both relevant and practical to continue to frame the work in preparation for the final report.

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# Appendix A: English-Language School Board Project Descriptions

(Verbatim as submitted in the Interim Report, January 2012)

|  |  |
| --- | --- |
| **BOARD** | **PROJECT DESCRIPTION** |
| **Algoma DSB** | Netbooks are being introduced to students in Grade 4 to improve the development of keyboarding skills and to enhance cross-curricular use of technology.  Each school with grade 4 students has been provided with a cart of 10 to 25 netbooks based on the size of the student population. All students in Grades 3/4, 4, & 4/5 classes are included in the pilot project and will have access to the Netbooks. Teachers will provide direct instruction to ensure the sequence of keyboarding skills is taught and all required data is being recorded. Principals will monitor the targeted, evidence-based strategies at their schools. Student engagement will increase and keyboarding skills will improve through the use of the Netbooks. Netbooks will also be used to support student learning and the development of technology skills. (i.e. presentations, Media Literacy, spreadsheets, web applications, internet safety, etc.) in a variety of subject areas  Goal  By June 2012, 85% of the students participating in the keyboarding initiative will reach the target of typing 20 words per minute (wpm).  Targeted Evidence-Based Strategies/Actions   * All students in Grades 3/4, 4, & 4/5 classes will receive at least 15 minutes per day of targeted keyboarding instruction/practice * Use of ‘All the Right Type’ for instruction, practice, assessment and data collection |
| **Avon Maitland DSB** | This project will impact instructional practices. Beginning in semester two, each of our nine high schools will select a department to participate in a collaborative inquiry project. The nine departments will focus their inquiries around instructional practices, with each school team/department creating its own inquiry question. The inquiries are all connected to improving Literacy/Numeracy achievement. The teams will meet in their home schools, will be facilitated by a Curriculum Co-ordinator/Support Teacher, and will receive release time for five half-day meetings. Records of promising instructional practices will be generated and shared by group members and amongst the inquiry teams.  The five Math teachers involved in this project will use blended learning in their classroom. The Math teachers will be introduced to the learning platform. Once they have an understanding of the platform, teachers will use the platform in their classroom however they chose. They will connect via Edmodo to share and reflect on their personal and the students’ experience with the platform learning. |
| **Brant Haldimant Norfolk CDSB** | Long term we are interested in measuring the intended impact of all 3 identified areas. For the short term and with respect to this phase of the project we are interested in measuring change in instructional practice.  The project provides the following technology upgrades to ensure all primary teachers have equity of access to technology and digital resources:   * A Netbook for each classroom teacher of Grades one, two and three; * infrastructure upgrades to provide wireless network access and LCD projectors to each primary classroom; * training in terms of technical skills and the understanding of Digital Learning Reading Software (This software provides a holistic approach to language development using diverse texts and teaching methods, is closely linked with the Nelson Literacy Program and aligned with the Ontario Language Curriculum.) * peripherals to support the use of the Netbook in the classroom. e.g. wireless keyboard, mouse, speakers, portable docking station.   Teachers, in accordance with several specific administrative procedures, have been provided with ubiquitous access to their Netbook to encourage usage and comfort with technology for all users of all abilities. |
| **Bruce Grey CDSB** | As learning teams, teachers and students are paired with IPADs to co-teach the technology and unfold applications to subject and interdisciplinary learning. Students help teachers overcome their apprehension about new technology learning and teachers help students understand how the technology assists them as learners. |
| **DSB of Niagara** | This project is divided into two parts:   1. To determine to what extent does an evidence-based protocol customized for Niagara’s culture and context impact teachers skills, attitudes and instruction practices around the purposeful use of technology. This project will also make recommendations about how this learning model can be scaled across the district to support other teachers, in other grades and other subjects. 2. How does the use of a lap top, LCD projector and Student response systems help students’ engagement, conceptual understanding of math, and support their various learning styles. This impact will be measured in both qualitative and quantitative ways. |
| **Durham DSB** | Each school with the DDSB had the option of preparing a proposal to a central steering committee of how they might use a class set of iPod touches within a wireless environment in their classroom and school.  It is intended to impact on student engagement, instructional practice and overall student achievement in the area of literacy. |
| **Greater Essex County DSB** | Our Board is testing the new Enterprise Portal\*\* / School Bundle with a group of Power Users. A group of teachers, administrators and students (Power Families and Power Schools) will be piloting the technologies within the Enterprise Portal from March – June. Resources are being developed outlining use of the Portal technologies used to engage students and staff in tasks embedded into the curriculum.  The project is intended to streamline instructional practice so that Board roll out in September 2012 goes smoothly. The project is intended to impact teacher practice which in turn student outcomes related to collaboration, communication and reflection as well as have a positive impact on student engagement.  \*\*\* What does the Enterprise Portal/School Bundle mean …  …for students SchoolBundle gives students a simple and easy way to connect with their teachers and their peers to keep them engaged in all their classes, while allowing them to track their achievements.  …for teachers The schoolBundle portal solutions makes it easy for Teachers to create personalized communications, post homework and extra credit assignments, develop blogs, photo galleries and podcasts to share ideas and information with students, parents and each other.  Features Include:   * Customization of MySites & Calendar * Upload / Download Assignments, Homework & Due Dates * Track Progress & Grades * Create Class Project Sites * Access to Live@edu/Office 365 * Private Sign-On with 24/7 Access |
| **Halton DSB** | Students and staff use a wide variety of personal devices in their lives including phones, handheld devices, tablets and laptops. With the expansion of wireless network availability in our board and the cancellation of a board-wide ban on such devices (in 2009), schools being encouraged to embrace the use of this student and staff-owned technology within schools and classrooms by allowing students to … Bring I.T.!  If we allow students to bring personal devices to the classroom (within a continuum of implementation), and we implement strategies to support these devices both prior to and during the initiative, and teachers are provided with a combination of co-planning, co-teaching and professional collaboration, then our goals will be achieved.  The goals include: increased student engagement and a wider range of instructional practices with technology in classrooms as well as increased opportunities for differentiation. As per the intended impact above, the use of handheld technology devices and applications is also intended to support achievement and learning in all programs and the Halton’s ICT Curriculum based on the ([ISTE NETS](http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx)). Finally, students will learn to be more responsible and effective in their use of personal technology to provide a more positive learning environment. |
| **Hamilton Wentworth CDSB** | Implementation of iPads as a teaching and learning device in three schools (two elementary/one seoncdary). These devices will be used to enhance the integration of technology as an instructional tool and provide a tool that will support greater student engagement. |
| **Huron Superior CDSB** | Provided in a face-to-face classroom environment, the Learning Management System (LMS) will act as a web portal for students and teachers. This model of instruction has recently been referred as Blended Learning. Within the LMS, teachers will have numerous online tools, such as:   * News tool to keep students up-to-date * Discussion area for teacher and student led discussion * Blog tool which is system wide, allowing board-wide sharing/collaboration * Drop boxes where students can submit assignments * Content area where teachers can post course notes, homework solutions and other course related materials * Other tools as they become available through the LMS vendor (ie: Portfolio, Wiki)   Furthermore, the courses within the LMS will contain Ministry of Education developed course materials. This includes both static and interactive resources/learning objects.  It is intended that the use of the LMS within a face-to-face classroom environment will impact the following:   * Student Engagement * Our digital learners today are familiar, comfortable and interested in the use of online environments that provide the various tools to enhance their learning experience. * The use of the LMS/Blended Learning may act to fill in the gap between the digital learner’s expectations and current classroom instruction/practices * The LMS provides a safe and secure online learning environment * Students who are absent for extended periods can continue with their studies and feel engaged in classroom discussions * Instructional Practices * The LMS may provide additional instructional strategies to teachers * The LMS may provide the tools necessary to move from a traditional teaching model to a more engaging and diverse teaching model (ex: Sage on the stage to guide on the side). * The content and learning objects that are available may provide new and/or supplementary content for teachers * The LMS may provide instructional strategies that are current and more relevant with the digital learner * Teachers may create individualized/customized learning programs per student |
| **Huron Perth CDSB** | |  | | --- | | Our “Cast Your Net” initiative is intended to provide mentorship for all students in their use of Social Media and technology. To this end, we will provide in-service on the Ethical and Responsible Use of Information and Communication Technology and Social Media to all teaching and administrative staffs while also reaching out to the parent community.  Teacher instructional practices will be modified to incorporate both the use of social media in the classroom while also mentoring students within the new digital world. In addition, student voice will be integrated into the creation of user agreements. | |
| **Hamilton Wentworth DSB** | HWDSB’s pilot project has a working title of *Digital Citizenship: Living, Learning and Leading in Online Spaces* and focuses on what it means to be an ethical, socially responsible citizen on the internet and in today’s digital world. The students will learn alongside with staff (teachers, principals, support staff) how we all need to think habitually about online life in ethical terms. A team of teachers and consultants will develop a toolkit that offers choice in rich, diverse lessons around five core themes.  The project is intended to impact student outcomes related to inquiry-based learning, collaboration and communication and have a positive impact on student engagement as students will be partners in the conversations about the five core themes: participation, identity, privacy, credibility, authorship and ownership. Students will represent their own voice and the voice of others in discussions fostering an engaging learning environment of co-learning and collaboration for all.  Instructional practices will focus on 21st century teaching and learning and access technology / social-media for networking building collective wisdom of all. The overall goals are to educate, engage and empower students to be active, ethical and responsible digital citizens reflecting in an ongoing way how they participate and contribute in our digital world. |
| **Keewatin Patricia DSB** | Within the 3 pilot schools, we have provided interactive whiteboard technology in each instructional space, laptop and desk docking for all teachers, mobile netbook labs for Early Learning to Grade 4 students (shared) and netbooks for each individual student grade 5 thru 8. Teachers are supported by a 0.5 FTE technology support teacher each school, who also has a 0.5 teaching timetable at the same school. There are also financial resources to support both these teachers and their school leaders. We are trying to create an understandable link between digital tools and relevance for students and teachers, improved engagement and improved achievement in these three schools. |
| **Lakehead DSB** | All grade 1-8 classrooms in the board have been equipped with an interactive whiteboard. The project is focused on training teachers to utilize this technology, software associated with it, and web-based tools to increase student engagement, and ultimately, student achievement. Instructional practice will evolve to include the addition of educational technologies, ensuring that learning is relevant and meaningful to students.  Some of the software includes Desire2Learn, Notebook software, and many web-based applications like VoiceThreads, Animoto, and blogging.  Training will begin with Smart Board and Notebook basics, but will then move to sessions that are more content-focused, blending technology and effective literacy pedagogy. |
| **Near North DSB** | NNDSB Pilot Description:  The NNDSB Teaching and Learning in a Digital World initiative will develop a series of web-based diagnostic math activities designed to increase student engagement and improve achievement, credit accumulation and EQAO results. CODE funding will be used to purchase three class sets of tablet computers. The computers will act as a mobile technology resource to facilitate the delivery of the diagnostic assessments using the provincial learning management system. Teachers will use the data generated by the diagnostic assessments to inform planning, differentiate instruction and align teaching and learning resources with individual student needs.  Identify what you are doing and how it is intended to impact one or more of:  Student Engagement:  “...video games and computer simulations offer an interesting context for learning because they reinforce student motivation. This has been demonstrated by several researchers who have explored the educational principles at play in video games. The first principle is that students are active, not passive, as they manipulate objects and variables. Correspondingly, they are more engaged in their learning. The second principle is that students have control over their actions. As they observe that each action creates a reaction, they become increasingly motivated. Third, animation increases motivation: students are more likely to return to activities that include animated graphics. Lastly, serious games support inductive, experiential learning, with a genuine constructivism approach.” (LNS, What Works? Research into Practice, December 2010). Likewise, many students have gravitated towards the interactive learning resources of the LMS, because they “gamify” learning. The diagnostic assessments are designed with engagement in mind. Interactive learning objects, video tutorials, and other cross mediated resources will augment printable worksheets.  Each diagnostic activity will appeal to a variety of student learning preferences. Students will be able to choose from a menu of formative activities designed to build the skills required to successfully demonstrate an understanding of each learning expectation.  The learning management system opens the door to “any time, anywhere” learning. Students can work collaboratively with peers before and after school using any number of online communications tools.  Instructional Practices:  The Teaching and Learning in a Digital World initiative will strive to develop teacher capacity using the LMS tools. This means training, support and collaboration... Ongoing workshops will be facilitated by the District eLearning Contact (DeLC), and the eLearning Contact (eLC) to enrich teachers knowledge and application of the online teaching tools.  Differentiation of instruction. The very nature of blended learning supports the differentiation of instruction. Digital learning resources open the door for teachers to deliver instruction through a vast array of dynamic new media. Audio, still image, moving image, text, font, font colour, etc., can all be used, with intention, to augment student comprehension. Furthermore, the LMS tools provide a multitude of opportunities for teachers to determine learner readiness, interest, and learning preference.  The NNDSB Teaching and Learning in a Digital World initiative will build on existing PLCs, and cross panel teams to centralize math resources, improve access to technology to implement blended learning, and provide opportunities for teachers to work together to co-plan and co-construct teaching and learning resources.  Assessment for learning. The diagnostic assessment tools developed through this educational technology initiative and housed in the provincial LMS will enable teachers to quickly and accurately capture data related to student achievement in mathematics. The data will be used to identify individual cohorts or students requiring additional support for success. Teachers will use the diagnostic assessments to align appropriate resources with student needs to close the learning gaps.  Student Outcomes:  It is anticipated that the diagnostic assessments and the blended learning strategies will result in improved student achievement in Mathematics.  The new online resources will provide greater access to learning materials, facilitating “anywhere, anytime” learning.  Students will be more engaged by the curriculum content when it is presented in a multitiered, differentiated and dynamic digital format.  Students will have greater opportunity to share their feelings and attitudes about their own comprehension and confidence.  Parents will become active participants in their child’s learning, empowered by the resources provided through the learning management system, and the immediate and descriptive feedback provided through the online diagnostic math assessments. |
| **Northwest Catholic DSB** | We have provided two grade eight classrooms with a set of 30 iPads to pilot for the 2011-12 school year. A team of teachers and Board consultants’ have been assigned iPads so that they can assist with training, discussing, sharing and documenting strategies on the impact of iPads in the classroom. Teachers will be asked to share the students’ progress and engagement, including effective strategies used. Teachers will be involved in broader discussions with Board consultants to share this data. The successful strategies identified can be used to support open dialogue and will have a positive impact on student engagement, outcomes and increased achievement. Through this school pilot, the solutions that we encounter will be enhanced and documented to ensure increased usage and success when iPads are released to the entire school board. Ipad’s allow teachers and principal access to immediate and continuous feedback on the strategies that are being implemented. |
| **Ottawa Catholic DSB** | Our pilot projects are intended to impact student engagement and instructional practices. The projects will examine using hand-held devices to engage special education and ELL learners through apps that allow for Differentiated Instruction. Staff members will have the opportunity to explore and use the applications on the mobile devices. Teachers will work with other teachers in similar subject areas to explore learning goals and the suitability of various apps for the attainment of these learning goals by students. They will then purposefully design lessons for the inclusion of the apps. Targeted curriculum areas will be mathematics and language arts. One of the pilot projects will look specifically at the use of handheld devices to support the goals of the students’ IEPs. |
| **Peel DSB** | Many PDSB schools participate in the “Forest of Reading” program. Red Maple, a component of the Forest of Reading program, is focused on students in middle schools. This pilot will leverage online tools (private academic social networking environments) in an attempt to improve student engagement and participation in the reading program. Information collected during this pilot project will help to inform our instructional practices (the incorporation of web 2.0 tools in classrooms) in the future. |
| **Provincial Schools** | The project is designed to provide support and guidance to schools and school boards in the implementation of mobile technologies for student learning. The greatest impact is expected to be in the area of student engagement and instructional practices. There will also be impacts in the area of student outcomes as part of the project. |
| **PVNCCDSB** | Day 1  -Introduce 3 Part Lesson, rich tasks  -Co-plan Action and Minds On  -Introduce web 2.0 technology to communicate with PLC (Adobe Connect)  Day 2  Debrief lesson and online conversation (how it supported your thinking/planning of Consolidation)  Deepen 3 Part Lesson Understanding  Introduction to Geometer’s Sketchpad and Tinkerplots  Task: to continue PLC with Adobe Connect (every 3 weeks) sharing student work and lesson ideas  Day 3 (.5 Day)  Reconvene and debrief successes and challenges; further the learning |
| **Rainy River DSB** | Teaching the computer programs listed below, using a “Job Embedded Model” allows students; Educational Assistants and Teachers to all learn the program at the same time and essentially support each other’s learning. This inclusive model teaches all students Assistive Technology as opposed to pulling individual students out of the classroom for one on one instruction with Assistive Technology laptops. It is the hope that students will become more engaged in their writing due to the increased independence these computer programs promote and will change instructional practices due to this increased independence. As a result, 100% of 59 classrooms will increase understanding and use of Assistive Technology programs, using EQAO data, Grade comparisons and student/teacher electronic surveys.  Review Lesson on Premier’s program “Talking Word Processor” (this program has a word predictor to assist with writing, allows students to listen to what they have written, and also has a grammar checker). Every Grade 3-8 classroom in the RRDSB was introduced to this program during the 2010-11 school year.  Introduction Lesson on Premier’s program “Worksheet Wizard” (this program enables students to “fill in the blanks” on PDF worksheets that have been scanned) .  Clicker 5 Lessons (this program reads leveled books to students and has the ability to record their voices reading the books) .  Provide “Job-embedded” support to teachers in using Smart Boards to interactively engage students.  Build teacher capacity and awareness in the area of classroom technology and software. (ie. Voice Threads, social media) |
| **Simcoe County DSB** | This project will bring teachers together to develop skills using technology to support student learning. Teacher teams will choose which tools most fit the needs of their job-embedded school learning teams (PLCs and action research). The Minds On Media workshop is a model of professional development that allows teachers to take control of their own learning. The framework is designed to allow for choice and multiple entry points. It is an excellent model of differentiated instruction and collaborative learning that can be extended to the classroom. Stations are set up around one large room and teachers choose which stations to work at. They can jump from one station to another dependent on their need. Teachers will collaboratively learn how to use a variety of tools (web 2.0, hardware, software) and develop the connections to the focus of their job-embedded professional development (PLC’s and action research).  The tools supported will be chosen to support SCDSB essential practices (accountable talk, descriptive feedback, differentiated instruction, etc.). Two, or more, teachers from each school will attend Minds On Media to build capacity integrating technology within their school learning teams. |
| **Simcoe Muskoka Catholic DSB** | As indicated above, we are using Google Docs and its unique features to answer the question “Does Using Technology, Specifically Google Docs, Improve Students’ Attitude Towards Writing and the Quality of Their Writing?” Our intention is to impact all 3 areas i.e. student engagement/attitude towards writing, student outcomes i.e. quality of writing and instructional practice i.e. a shift towards a 21st century environment. |
| **St. Clair CDSB** | We are addressing all three.  We intend to show that students are more engaged in blended learning by noting the number of logins by the students, and survey the students as to how they find this format helpful in their learning  We intend to study the impact on the quality and quantity of teacher and peer feedback on the online assignments. Is there more feedback when the discussions are online?  We intend to monitor if completion of assignments done online is greater than that prior to Blended Learning, especially in credit recovery and alternative education sites. |
| **Sudbury CDSB** | Teacher and ECE will both have an iPad for their use. The classroom will have one MacBook, one printer, four iPads and one digital camera for their use. There will also be wireless connectivity in the classroom.  Teachers and ECEs will engage in the collaborative inquiry process, embedding technology in their daily practice. In this cycle, teachers and ECEs will have an opportunity to co-plan, co-teach and co-reflect. A main focus of this collaborative inquiry is documentation of student learning.  Teachers and ECEs also had the option in participating in a smaller “Arts As Meaning Makers” inquiry, embedding the use of technology with play-based learning. This smaller, mini-inquiry also introduced participants to the online D2L classroom to share their learning and enhance their knowledge and practice.  This project will influence student engagement as students learn to use the technology as a vessel for inquiry and an opportunity to show their thinking. As well, it will enhance play-based learning in the classroom.  This project will influence instructional practices because teachers and ECEs will use the technology to document student learning. The technology will transform the educators’ methods and abilities to document and communicate student learning because the technology is providing them with capabilities and opportunities that they did not have prior to the project.  The project will influence student outcomes as it facilitates oral language. Students will have new opportunities that are safe and non-threatening to express themselves orally (by being able to communicate orally with the technology and be recorded). This safe environment is only possible with the technology. |
| **Toronto DSB** | Our goal is to work together with Families of Schools Superintendents, School Principals and Parents, building a “digital bridge” with students, teachers and parents that will, in fact, create a collaborative environment to drive greater engagement. Providing up-to-date information between schools and their communities will increase parent communication and out-reach, involvement, and digital citizenship. This pilot will allow the Board to expedite the research, development and deployment (limited to two schools) of this phase of the project and will, through measurement, ensure this solution will lead to improved student engagement and achievement. The ‘how’ will be detailed in the implementation. |
| **Thames Valley DSB** | Our project is intended to impact instructional practice in Early Years literacy programming. Early Years educators will gain access to a wide range of resources to enhance student learning through the use of handheld mobile technology. Instructional practices will be impacted through the use of small group instruction with the integration of technology. Use of the iPod Touch devices is also intended to impact student engagement in literacy activities |
| **Thunder Bay CDSB** | The Project goal is to create an all male Grade 10 literacy class, that integrates a variety of ICT resources to engage students and improve their achievement. The focus will be on using a variety of technology-infused teaching strategies and digital tools and resources to enable effective practices in literacy instruction.  Students in the class, ENG2P, Grade 10 Applied English, will have access to and use technologies to support and document their learning. (e.g. digital cameras, web 2.0, podcasting, web 2.0, assistive and adaptive software, interactive whiteboards). Assignments and assessments will require students to engage in critical thinking, problem solving and analytical tasks.  Job-embedded, inquiry-based professional learning opportunities will enable classroom teachers to provide instruction incorporating 21st Century content, global perspectives, learning skills, resources and technologies. |
| **Trillium Lakelands DSB** | This project will look at the correlation between student engagement in Inspired Learning classrooms with teachers who have been part of the EAL program and the Inspired Learning classrooms that have a teacher who has not earned an EAL laptop.  Our EAL (Earn-A-Laptop) program is designed to provide eligible teachers (permanent 0.5 FTE or greater) the opportunity to earn a laptop that can be used between home and school. Teachers are required to attend eight, two hour workshops where they will gain an increased understanding of how the many programs offered through the board operate and integrate into their classroom instruction. The change in instructional practice will then impact on student engagement as teachers will be using many of the tools that students are using in their everyday lives.  Our (IL Program) Inspired Learning Program is in its seventh year, and has expanded to include every elementary school in the district as a participating class. Those classes have been equipped with 15 netbooks each creating at least a 2:1 ratio. The purpose of this program is to investigate how access to technology impacts student learning. In addition to the use of collaborative tools, students have access to Internet resources, assistive technology, and media creation tools to complement all areas of the curriculum. As they develop their skills, they are creating and sharing digital work with their classmates, with other schools, and even globally with digital partners. |
| **Upper Grand DSB and York Region**  **DSB** | This project provides a pilot evaluation of Virtual Learning Environment in two Ontario school boards. Virtual Learning Environments (VLEs) are web-based education systems. VLEs may include online access to assignments, quizzes and tests, and reference and research material. VLEs may also include access to online communication and collaboration tools (e.g., email in the classroom; Google docs).  Specifically, we are looking at how VLEs impact student engagement and outcomes (e.g., collaboration and use of technology), and instructional practices:   * What are student preferences and experiences with respect to technology in the classroom? * What are barriers and facilitators for teachers using VLEs? * Do students with access to the VLE engage more frequently in learning both inside and outside of the regular school day? * Does the use of VLE change teacher instructional and/or assessment practices?   The pilot project is designed to introduce approximately 15 teachers and 500 students in each school board to a virtual learning environment.  Participating teachers are provided with regular training opportunities organized by central staff. By design the team of teachers is working as  professional learning teams to develop and share:   * Instructional best practices; * Assessment methods; * Training materials. |
| **Waterloo Catholic DSB** | |  | | --- | | We are providing each school within our board the opportunity to select one teacher from each division (elementary) and one teacher from a variety of disciplines (secondary), where these teachers will be released from their classroom to take part in instructional practice PD and resource development. The project is intended to impact instructional practices within each school and provide 3 site experts in the area of interactive whiteboard technology. The use of interactive lesson delivery will then have a positive impact on student outcomes across the WCDSB. | |
| **Waterloo Region DSB** | The project provides a sampling of grade 10 students enrolled in English2DI, Civics 2OH and Careers 2OH with an opportunity to engage in an inquiry based, multi-disciplinary, project oriented approach to their learning. Utilizing technology tools and web 2.0 tools, students have an opportunity to work with their teacher, along with teachers and students in other schools, in a collaborative environment to achieve the expectations of the three courses in an integrated environment.  The project is intended to increase engagement and connection between teacher and student by having one teacher integrate and deliver three grade 10 courses in collaboration with educator colleagues and fellow students. It is also intended to increase student engagement by creating more opportunities for differentiated instruction, personalized learning, independent inquiry, and the use of technology to provide authentic audiences. The project is expected to promote greater personalization of instruction, through the use of technology, by providing students with access to knowledge and opportunities for interaction/thinking beyond the timetabled classroom. Student outcomes as reflected in marks, attendance, reports of satisfaction/engagement and their ability to communicate their thinking in writing are intended to improve or reflect high levels. |
| **Wellington CDSB** | We are attempting to support teachers in changing their instructional practices with regards to assistive technology. It is our hypothesis that if teachers are more confident in supporting student use of assistive technology, student engagement will also increase. Our data shows that our students with learning disabilities who use assistive technology demonstrate increased student achievement. If we are able to support teachers and students in using the technology more efficiently and effectively, we expect to see an improvement in achievement as well. |
| **York CDSB** | We are providing Full Day Kindergarten SK Classes, and Grade 1 classes at all the interested schools participating, with access to an online reading program called “Destination Reading.” Students will use the interactive technological program as an integrated part of their language arts program, especially as a group activity within a balanced guided-reading program. The lessons in the program have a positive impact on student engagement by providing fun, interesting, and pedagogically sound digital drag and drop literacy activities focused on many principals of phonics, phonetics, and whole language combined, all of which will improve student literacy achievement. Many activities can also be assigned as homework to be completed online with parents or independently. Furthermore, instructional practices in the classroom are supported, as the program provides many digital modeled lessons that become an effective part of a teacher’s whole-class instruction, especially when used in conjunction with existing technologies like Promethean Boards. All of these modeled lessons can later be used as independent review and consolidation activities by the students. |

# Appendix B: Descriptions de projet de Conseil françaises

Compte rendu textuel tel qu’il a été soumis dans le rapport intérimaire de janvier 2012

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| **Conseil scolaire** | **Descriptions du projet** |
| **Conseil scolaire catholique de district des Grandes Rivières  (# 60A)** | On voit l’engagement des élèves qui est omni présent. Ils adorent la technologie. On doit s’adapter aux jeunes et non le contraire. Nos pratiques en enseignement changent, nous n’avons pas le choix, car si on ferme les yeux sur Facebook, Twitter, le texting, etc., on va perdre plusieurs de nos adolescents.  On voit que les élèves embarquent et qu’ils réussissent bien. Avec l’intégration d’antidote, on laisse tomber plusieurs livres \*papier\* comme le dictionnaire et le Bescherelle. On retrouve plein d’information avec quelques clics. |
| **Conseil scolaire catholique du Nouvel-Ontario  (# 61)** | À l’aide des outils technologiques déjà disponibles au sein de leur école respective, le personnel enseignant visé utilisera les modules de contenu en ligne de 7e et 8e années en y intégrant également les outils de la plateforme provinciale (SGA) afin :   * d’enrichir l’apprentissage en salle de classe par le biais de nouvelles pratiques d’enseignement à l’ère numérique qui favoriseront l’engagement de leurs élèves; * d’accroître leur capacité ainsi que celles de leurs élèves à utiliser efficacement les ressources électroniques disponibles ; * de répondre aux divers styles d’apprentissage et types d’intelligence *(différenciation pédagogique)* afin d’améliorer le rendement des élèves; * de collaborer et partager davantage entre écoles par le biais de rencontres en face à face et de rencontres virtuelles; * et ce, tout en développant les compétences du XXIe siècle de leurs élèves. |
| **Conseil scolaire de district catholique des Aurores boréales (# 62)** | -Apprentissage hybride dans 5 classes à années multiples (5e à 8e année) afin de permettre le travail d’équipe avec des élèves d’une même année d’études (et/ou du même sexe) dans des écoles différentes.  -Accroître la capacité du personnel enseignant à utiliser efficacement les ressources électroniques et les technologies éducatives mises à leur disposition. |
| **Conseil des écoles publiques de l'Est de l'Ontario (# 59)** | En participant au projet CODE nous souhaitons **engager** les élèves dans leurs apprentissages en développant chez eux des habitudes de travail ainsi que des habiletés d’apprentissage. Pour ce faire, il nous faut assurer des pratiques pédagogiques qui permettront aux élèves de développer leur autonomie, leur sens de l’initiative ainsi que leur autorégulation. Le lien entre l’engagement, le développement des HH et l’amélioration des résultats scolaires sera assuré par la mise en oeuvre de l’évaluation au service de l’apprentissage.  Nous proposons un plan de trois formations. La première formation présente le SGA provincial. La deuxième formation sert a appuyer les enseignants avec le développement et l'adaptation des cours. La troisième formation, offerte 2 mois plus tard, a comme but de discuter des efforts à ce jour et trouver des solutions aux défis rencontrés. Toutes ces formations sont appuyées par la formatrice provinciale et Pierre Sarazin. |
| **Conseil scolaire public du Nord-Est de l'Ontario (# 56)** | À partir d’outils tels que la SGA, Google apps et des ressources disponibles par l’entremise de AEO, nous voulons tenter trois approches différentes pour rendre les échanges entre le personnel impliqué et leurs élèves plus dynamique et motivant par le biais de la technologie. Nous croyons que ceci aura un impact significatif sur l’engagement des élèves et par conséquent sur leur réussite. |
| **Conseil scolaire de district des écoles catholiques du Sud-Ouest (#63)** | * augmenter l’autonomie de l’élève à l’aide d’appuis technologique et visuels * faciliter l’accès au curriculum à l’aide d’application permettant la différenciation pédagogique * faciliter la prise de données afin d’assurer que les buts sont atteints et que les stratégies préconisées sont appuyées par la recherche et les preuves * cibler la motivation de l’élève * clarifier les attentes du curriculum et de la routine |
| **Conseil scolaire Viamonde (#58)** | Nous voulons augmenter l’engagement des élèves dans leur apprentissage en les faisant participer à l’utilisation des tableaux interactifs et de la technologie en générale dans différents cours.  -Nous voulons répondre aux besoins des élèves et encourager l’utilisation de la technologie pour les élèves en difficulté et qui bénificient d’appareil technologique. En intégrant l’utilisation de la technologie dans différentes matières, l’élève ayant un appareil technologique suite à une identification, ne se sentira pas exclus et différent des autres.  -Nous voulons modifier les pratiques d’enseignement afin de bien intégrer l’utilisation de la technologie. Nous voulons aller plus loin que seulement utiliser la technologie comme continuité du papier-crayon. Nous visons des stratégies de différenciation technologique.  -Nous voulons que les élèves se sentent impliqués et qu’ils développent un sens d’appartenance à leur école. |
| **Conseil scolaire catholique Franco-Nord (#60B)** | L’approche préconise l’utilisation de la différenciation pédagogique (DP) en salle de classe en utilisant entre autre la technologie. On souhaite que l’élève soit engagé dans son apprentissage et ce en lui offrant des façons d’apprendre qui lui soit le plus que possible rattaché à son style d’apprentissage. De cette façon l’élève se verra plus outillé pour réussir.  L’utilisation du TBI est courante car toutes les classes en ont un. Des formations sont disponibles à tous les mois au TBI au besoin (nous avons un site de dépôt électronique pour des leçons par niveau….) Nos accompagnateurs offrent aussi des formations variées avec des outils technologiques(manettes, ipod touch-toutes les écoles ont des ipod touch, ipad,) De même les suivis sont disponibles au besoin. De plus CAVLFO selon notre plan d’action forme l’équipe afin d’être bien équipé dans l’utilisation du SGA. |
| **Conseil scolaire de district catholique Centre-Sud (#64)** | Il est important de noter dans cette section que nous devons respecter notre plan de formation systémique élaboré avant la rentrée scolaire ainsi que la planification stratégique validée par le CA. La présente initiative citée dans le présent rapport a été communiquée trop tard dans l’année et après la validation de la planification stratégique du Conseil. De fait, le projet va débuter seulement vers la fin février 2012. Par conséquent, il devient difficile d’ajouter des jours de formation et de retirer le personnel enseignant de la salle de classe. Or, c’est la raison pour laquelle nous intégrerons ce projet à l’intérieur des activités existantes de notre plan de formation. La plateforme sera présentée dans le biais des carrefours en numératie. Le sujet de monitorage de la direction n’est pas adressé dans ce projet cette année. |
| **Conseil scolaire public du Grand Nord de l'Ontario (#57)** | Aperçu descriptif :  Le but principal de ce projet est d’outiller le personnel enseignant dans sa démarche pédagogique afin d’améliorer le rendement, le recrutement et la rétention des élèves tout en augmentant le taux de satisfaction des élèves et des parents par l’utilisation et l’intégration des ressources et outils électroniques.  Avec ce but en tête, nous fournissons des miniportables à écran tactile aux élèves de 7e année et de 8e année de nos écoles participantes. Le personnel enseignant impliqué dans le projet est aussi équipé de ces « Netbooks » en plus d’un portable et d’un tableau blanc interactif SMART. Le CFORP met gratuitement plusieurs de ces publications, sous format PDF ou Flipbook, à la disposition du personnel et des élèves impliqués dans le projet. Le véhicule privilégié pour le partage de ces ressources est le service d’agrégation de contenu web, Symbaloo.com. Deux conseillers pédagogiques ont été associés au projet pour fournir de l’appui sous forme d’accompagnement et de formation dans l’appropriation et l’exploitation de ces différentes technologies.  Domaines d’impact :  Ce projet contribue à la réalisation des objectifs du plan stratégique du CSPGNO en se basant sur les 4 grandes orientations données ci-après. Ces orientations déterminent en quelque sorte les domaines d’impact du projet.  L’amélioration continue du rendement de chaque élève (résultats des élèves);  Le recrutement et la rétention des élèves (engagement des élèves);  L’accroissement du taux de satisfaction des élèves, des parents et de la communauté (engagement des élèves);  La poursuite de la recherche et de l’innovation en matière d’enseignement et d’apprentissage et des procédés techniques (pratiques d’enseignement). |
| **Conseil des écoles catholiques du Centre-Est (#66)** | Notre projet en apprentissage hybride touche les élèves de la 7e et 8e année. Nous avons voulu créer un contexte expérimental en choisissant des classes dans des contextes variés (milieu rural, urbain, classes enrichies, régulières). Chaque enseignant a personnalisé son unité selon ses besoins lors de journées d’appui systémique où la collaboration était encouragée.  Les participants seront appuyés par l’équipe d’apprentissage au 21e siècle au besoin. Nous entrevoyons des rencontres à intervalles réguliers et une session de pratique réflexive à la fin du processus.  L’aspect traité : engagement des élèves  Nous souhaitons que l’utilisation de la technologie et que l’autonomie accordée aux élèves par le biais de l’enseignement hybride saura améliorer l’engagement des élèves dans leur apprentissage.  Nous recueillerons des données telles que les émotions dans le journal personnel, l’intérêt individuel et situationnel, la valeur et l’auto-efficacité à l’aide de grilles d’observation et d’auto-évaluation.  En prenant des mesures sur une variété d’indicateurs liés à l’engagement, il sera possible de différencier les composantes engageantes de celles qui pourraient potentiellement désengager l’élève. En ayant ces données, nous serons en mesure d’adresser et de corriger les éléments qui mènent au désengagement et répéter les composantes jugées efficaces.  Ainsi, notre explication aux participants futurs sera très convaincante, puisque tous les enseignants sont en recherche de techniques efficaces et éprouvés pouvant engager davantage l’élève dans son apprentissage. |
| **Conseil scolaire de district catholique de l'Est ontarien (#65)** | Engagement des élèves :  En utilisant un modèle d'enseignement hybride (au sein duquel la technologie appui les pratiques pédagogiques déjà en place) nous souhaitons miser sur la collaboration, la communication, la pensée créative et critique de nos élèves.  Pratiques d'enseignement :  En mettant les élèves en action : en misant sur les processus qui sous-tendent tous les programmes-cadres, l'enseignant sera en mesure de créer des moments lors desquels les élèves sont en train de communiquer et collaborer.   En permettant que le projet soit mis en œuvre par la collaboration des 4 enseignants participants, les compétences ciblées chez les élèves seront aussi travailler avec les enseignants : collaboration, communication, pensée critique et créative  Résultats des élèves :  Alimenter par une motivation qui vient de l’utilisation de la technologie, et en misant sur les processus d’apprentissage et sur l’évaluation au service de l’apprentissge, à savoir le formatif et les rétroactions, les résultats des élèves augmenterons. |