

**The 21st Century School:
Fostering
Instructional Edge
(Notes, Proposals and Reflections)**

Essential Questions

- ❖ What is learning in the 21th century?
- ❖ How can technology innovation happen?
- ❖ What are the challenges ahead?

*"Education has to change.
We cannot pull students
into learning in school
if they are engaged
in a different world outside."*

Students nowadays are:

- ❖ immersed in technologies that give them opportunities not only to learn but understand the world around them.
- ❖ screenagers who consume a massive amount of media such as mobile phones and iPads, visit and use Facebook, Skype, play video games, watch YouTube.
- ❖ spending nearly all their waking hours using them in their daily lives...their tech world is open 24/7.

THE SHIFT

IN NEW BRUNSWICK
PUBLIC EDUCATION

Let's BUZZ...



*"Technology is all about engagement...
The point is not to 'teach technology'
but to use technology to convey content
more powerfully and efficiently"*

(Educational Leadership, 2011)

Engagement in a technology-rich school means students are:

- ❖ On-task –interacting with classmates and teachers
- ❖ Doing assignments by searching, researching, calculating, discerning, deciding
- ❖ Doing participatory learning experiences online in and out of the classroom- with people who might be across the world

“In this digital learning environment, it is possible to incorporate cognitive tutors and integrate simulations, visualize complex math and science concepts, videos and animated demonstrations.

But the school environment has to be accessible to all students.”

Interview with Karen Cator,
Director Office of Educational Technology,
US Dept. of Education

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The Lasallian Experience

- **Pearl Project**
(Personal Learning Device)


LSGH recognizes and responds to this reality...

- ❖ The need to take advantage of young people's love of technology to refocus education.**
- ❖ The need to use the tools that they are immersed in for active and purposeful learning.**
- ❖ The need to provide information through a variety of modalities and sources necessarily help students develop a richer understanding of concepts and skills taught by teachers.**

MISSION-DRIVEN

- St. John Baptist De La Salle was an innovator
- Lasallian school is co-responsible for creating a culture and climate conducive to genuine learning and character formation
- Lasallian learners are unique and gifted individuals who are committed to excellence in order to be of greater service to God and country; take progressive responsibility for their own learning and development

SETTING THE GROUNDWORKS

- Meeting with consultants
- Choosing the tool from the market
- Meeting with publishers
- Consultation with teachers  parents
- Meeting/consultation with students
- Distribution of tablets (Pearl)
- Creation of management committee

Project Roadmap for the use of eTextbook

- 1. Introduction – as a replacement of traditional books**
- 2. Adoption – as replacement of the traditional assignment and other school communications**
- 3. Adaptation – used for presentation and other school work**
- 4. Appropriation – used together with other technology**
- 5. Creation - creating new learning contents and strategies**

Pilot implementation

- Pilot implementation will be done with honors classes from HS1 – HS4 only. Hence, all students will need to have an eTablet.
- Pilot work will initially cover the use of e-books without prejudice to the possible use of other applications which may evolve within the year.
- Since not all textbooks can be converted into e-books at this time, some printed textbooks will still be in use.

Major areas of concerns for the pilot program

1. Replace the printed textbooks with e-books.
2. The tablet takes the place of the assignment notebook and school communication with parents.
3. Develop a “device management system” that answers our specific school needs.
4. Train our faculty on the use of the tablet.
5. Involve/educate parents in the responsible and educational use of the e-tablet.

Technology Plan that Works

“Digital learners are hungry to use technology in school. And many schools are responding by delivering cutting-edge equipment to all teachers and students and infusing technology into instruction.

This is well and good. But some evaluators have observed that not all technology initiatives in action have succeeded.”

Research show that any new program’s effect on learning depends on the CONTEXT.

FIVE LESSONS ABOUT HOW TO IMPLEMENT MAJOR TECHNOLOGY INITIATIVES – AND HOW *NOT* TO

Lesson One: It's not About the Technology.

- It's about people who plan with, teach with, and learn with technology.
- Soliciting and using teachers' input is essential.
- Continual input from teachers will help guarantee that the focus remains on the teachers and students – not on the equipment.

FIVE LESSONS ABOUT HOW TO IMPLEMENT MAJOR TECHNOLOGY INITIATIVES – AND HOW *NOT* TO

Lesson Two: Let the Plan Fit the School

- Technology initiative has to be realistically planned. Needs and resources of schools vary
- School leaders must develop their own plan for integrating purchases into the instructional program, with input and guidance from classroom teachers and technology personnel
- Plan for the short term and the long term but be flexible enough to realize when the schedule needs to change

FIVE LESSONS ABOUT HOW TO IMPLEMENT MAJOR TECHNOLOGY INITIATIVES – AND HOW NOT TO

Lesson Three: Build in Professional Development

- Plan and schedule training sessions for teachers throughout the school year
- Pace professional development to give teachers time to digest what they learn and try out new skills in the classroom
- Offer a variety of types of sessions and tailoring sessions for teachers' specific needs.

FIVE LESSONS ABOUT HOW TO IMPLEMENT MAJOR TECHNOLOGY INITIATIVES – AND HOW NOT TO

Lesson Four: Give collaboration Its Due

- Give teachers regular and formal opportunities to work with media and technology staff to integrate available resources into their instruction.
- Guidelines and goals must be set so teachers will know that kinds of inputs (integrated lessons or units) should come out of collaborative sessions.
- Encourage media and technology specialists to co-teach with classroom teachers.

FIVE LESSONS ABOUT HOW TO IMPLEMENT MAJOR TECHNOLOGY INITIATIVES – AND HOW NOT TO

Lesson 5: Be Turnover-Proof

- Staff turnover can kill technology initiative so plan for turnover by developing teachers' expertise and sharing leadership for the initiative.
- Technology leadership should be shared from the different grade levels and subject areas as well as with media and technology staff.
- Ensure that in any form of transition, a similar vision for technology is shared.

Mollette, M. Townsend, L. (2010)
IMPACT III and IV Evaluation Report

What students say ...

- There are bad things about internet like facebook but there are helpful things, too. If the school know what is bad, then they'll know what to keep out.
- Teachers should not be afraid of technology because that is how we live our lives now. They should just embrace it and join us in our world.
- Teachers do not have to be very high tech. As long as we are motivated to learn their stuff because they are motivated to learn our stuff, they should be ok.

Student Interview



What teachers say ...

- There's a lot of pressure for teachers to use technology.
- Preparing lessons that use technology takes too much time and energy.
- Technology offers students more learning motivation; enlarges global understanding.
- Students are exposed more to experiential learning.
- Teachers' ability to connect with content and information beyond the classroom makes learning exciting.

Challenges

- Collaboration with publishers
- Use of e-resources
- Cost of program/project
- Professional development
- Sustained technology plan
- Management of transition period
- Integration into the curricular programs and offerings; communication modes and practices

What Does It Mean