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Transforming teaching and learning: a successful 1:1 experience in an IB school

THE ENGLISH SCHOOL – BOGOTÁ, COLOMBIA

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Natalia Castillo M.

- Language arts Spanish teacher and Head of Department. MYP Language A, DP Language A: Literature.
- E-learning Coach

- www.englishschool.edu.co

- Twitter: @NataliaCM0319

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Warm up exercise:

Choose one of the following exercises (1, 2 or 3) and if you have internet access post your answer in the padlet located in this address: http://es.padlet.com/ncastillo/wi49bugbyv2t. You will have 4 minutes for this exercise.

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1

Answer the following question: What are the main challenges you find teaching your students with technology today?

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1	2
Answer the following question: What are the main challenges you find teaching your students with technology today?	***A teacher that's is new to your school asks you about the impact of technology in your classes. Describe 2 concrete examples you would show him/her.***

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1	2	3
Answer the following question: What are the main challenges you find teaching your students with technology today?	***A teacher that's is new to your school asks you about the impact of technology in your classes. Describe 2 concrete examples you would show him/her.***	***Find three images or invent a slogan that best describes the impact of technology in your students.***

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Comment on one of the answers or ideas you find interesting with the person sitting next to you. If you have internet access write a post next to the original answer. You will have 4 minutes for this exercise.

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Reflection 1:

What are they main challenges we face introducing technology to our classrooms?

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Information overload

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Multiple distractions (games, social media, etc)

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Disengaged students

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Reflection 1:

What are they main challenges we face introducing technology to our classrooms?

Information overload

Multiple distractions (games, social media, etc)

Multiple devices

Disengaged students

Individual work- not looking up!

Why should we implement technology in education?

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Reflection 2:

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Reflection 2:

What skills did you develop during the exercise?

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Reflection 2:

What skills did you develop during the exercise?

How did you interact with others?

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Reflection 2:

What skills did you develop during the exercise?

How did you interact with others?

How did you use your own strengths in order to respond to what was asked?

"History will judge us on how well we prepared an entire generation to face the challenges of a life where a real world and a digital world converge" - Jason Ohler

http://www.jasonohler.com/index.cfm

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- **Critical thinking-** analysing the existing data, evaluating sources and responses, develop arguments and strong points of view with the information in hand and develop problem solving skills.

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- **Creativity**- creating considering the information at hand searching for solutions or responses to an increasingly complex world.

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- **Collaboration**- generating genuine connections with those around us in order to respond to a problem or situation and enrich our own points of view.
- **Digital citizenship-** connecting and interacting digitally respecting ourselves and those around us.

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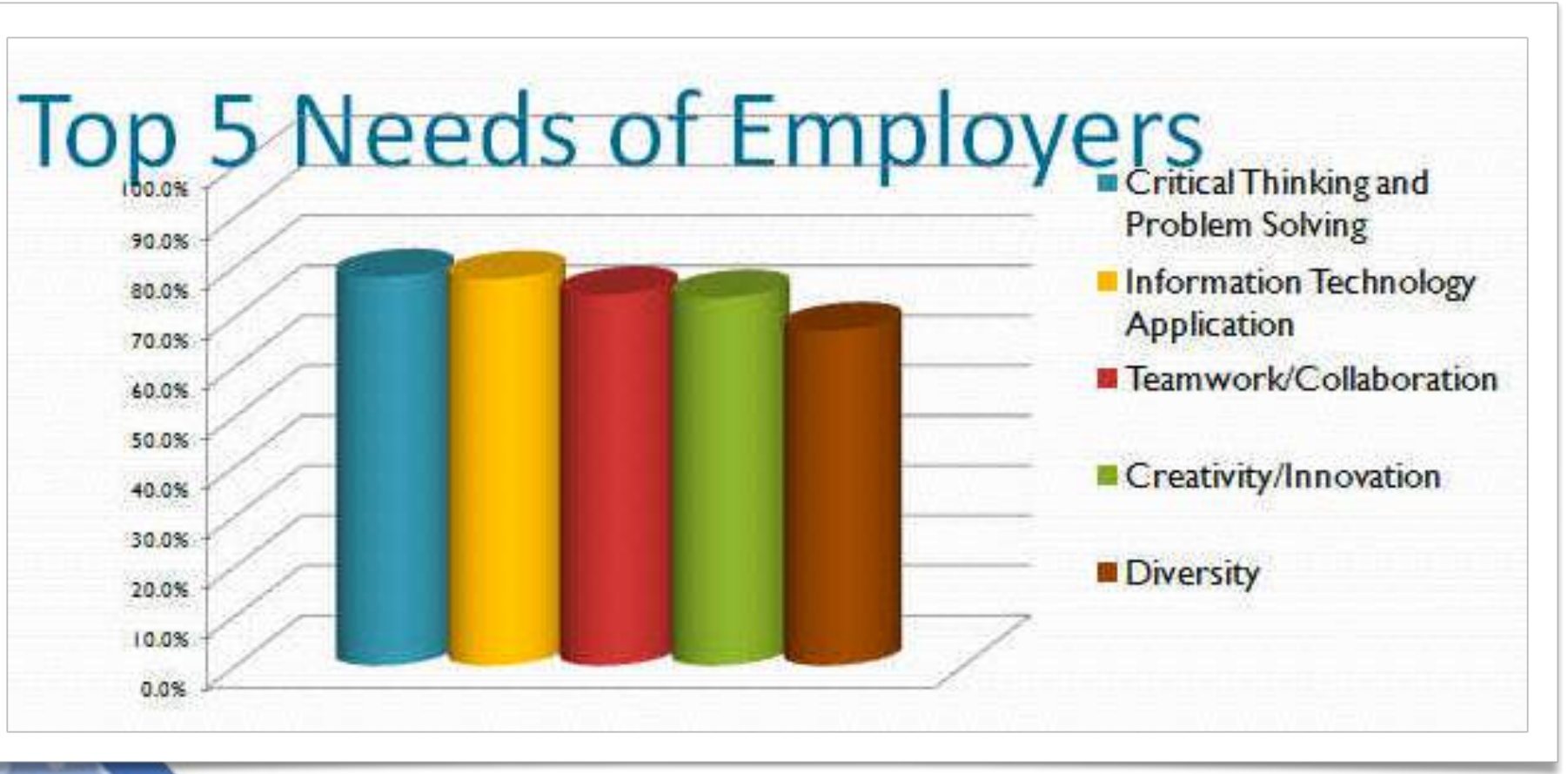

What are the pedagogical possibilities when you introduce technology?

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- Creating spaces for individual and collaborative work.

- Creating spaces for individual and collaborative work.
- Enhancing communication skills.

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- Considering differentiated instruction.

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  - Analytical, pragmatic and creative thinking (Sternberg's triarchic approach)

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- Generating reflection and inquiry from essential questions.

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- Enhancing communication skills.
- Considering differentiated instruction.
  - Analytical, pragmatic and creative thinking (Sternberg's triarchic approach)
  - Multiple intelligences (Gardner's approach)
- Generating reflection and inquiry from essential questions.
- Developing projects and challenges with students.

Who are we and how have we integrated technology?

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Fundación Educativa
de Inglaterra

Colegio
de Inglaterra
The English School

MISSION

The English School strives for academic excellence, delivering high quality learning in a happy environment, creating confident leaders who act with integrity. Students have a social conscience, demonstrate care for the environment and are capable of transforming their surroundings in a positive way.

VISION

By 2016 our pioneering, innovative and multilingual graduates will be among the happiest IB students within Latin America, striving for excellence.

KEY OBJECTIVES

1. For our graduates to be multilingual and among the best IB students in Latin America
2. To strengthen the international reputation and prestige of the school.
3. To implement cutting edge teaching and learning strategies supported by emerging technologies.

The English School - Calle 170 Nº 15-68 - Tel.: +571-676 7700 - Bogotá - Colombia
www.englishschool.edu.co

PYP

PROGRAMA DE LA ESCUELA PRIMARIA DEL IB
LENGUA
ACCIÓN
ESTUDIOS SOCIALES
MATEMÁTICAS
ARTES
CIENCIAS
EXPOSICIÓN
ENFOQUES DE LA ENSEÑANZA
ENFOQUES DEL APRENDIZAJE
MENTALIDAD INTERNACIONAL

PROGRAMA DE LOS AÑOS INTERMEDIOS DEL IB
ACCIÓN • SERVICIO
PROYECTO COMUNITARIO • PROYECTO PERSONAL
ENFOQUES DE LA ENSEÑANZA
ENFOQUES DEL APRENDIZAJE
MATEMÁTICAS
DISEÑO
ARTES
CIENCIAS
MENTALIDAD INTERNACIONAL

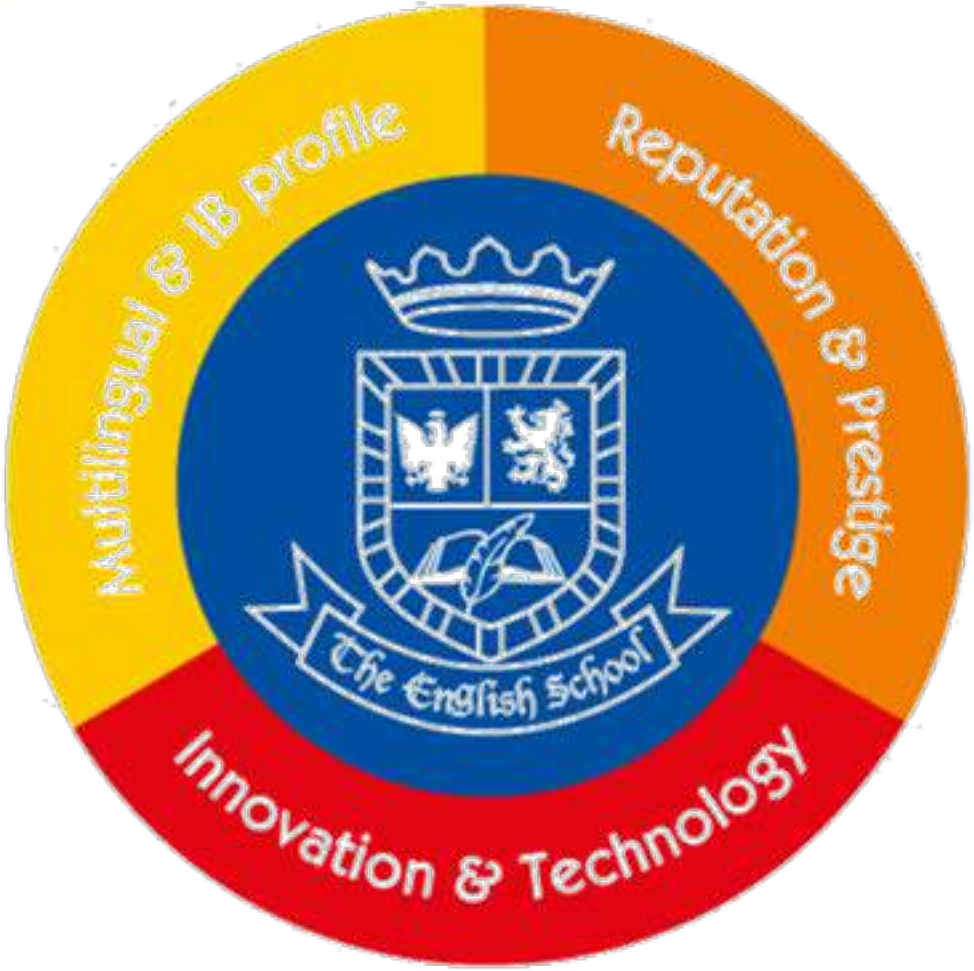
MYP

PROGRAMA DEL DIPLOMA DEL IB
ESTUDIOS DE LENGUA Y LITERATURA
TEORÍA DEL CONOCIMIENTO
MONOGRAFÍA
CREATIVIDAD, ACCIÓN Y SERVICIO
ENFOQUES DE LA ENSEÑANZA
ENFOQUES DEL APRENDIZAJE
MATEMÁTICAS
ARTES
CIENCIAS
MENTALIDAD INTERNACIONAL

DP

Strategic planning team

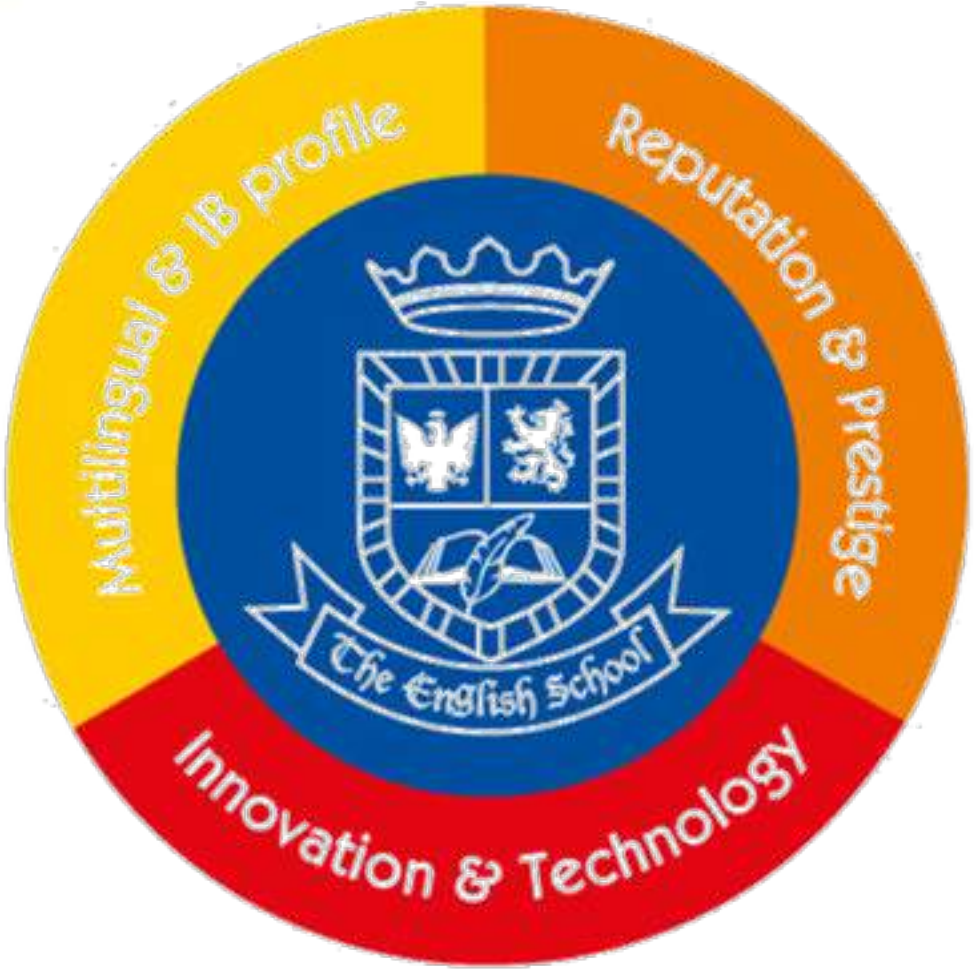
Mission and vision



Strategic objectives

Strategic planning team

Mission and vision



Strategic objectives

1:1
@TES
¡Aprendizaje, donde sea, cuando sea!

1:1
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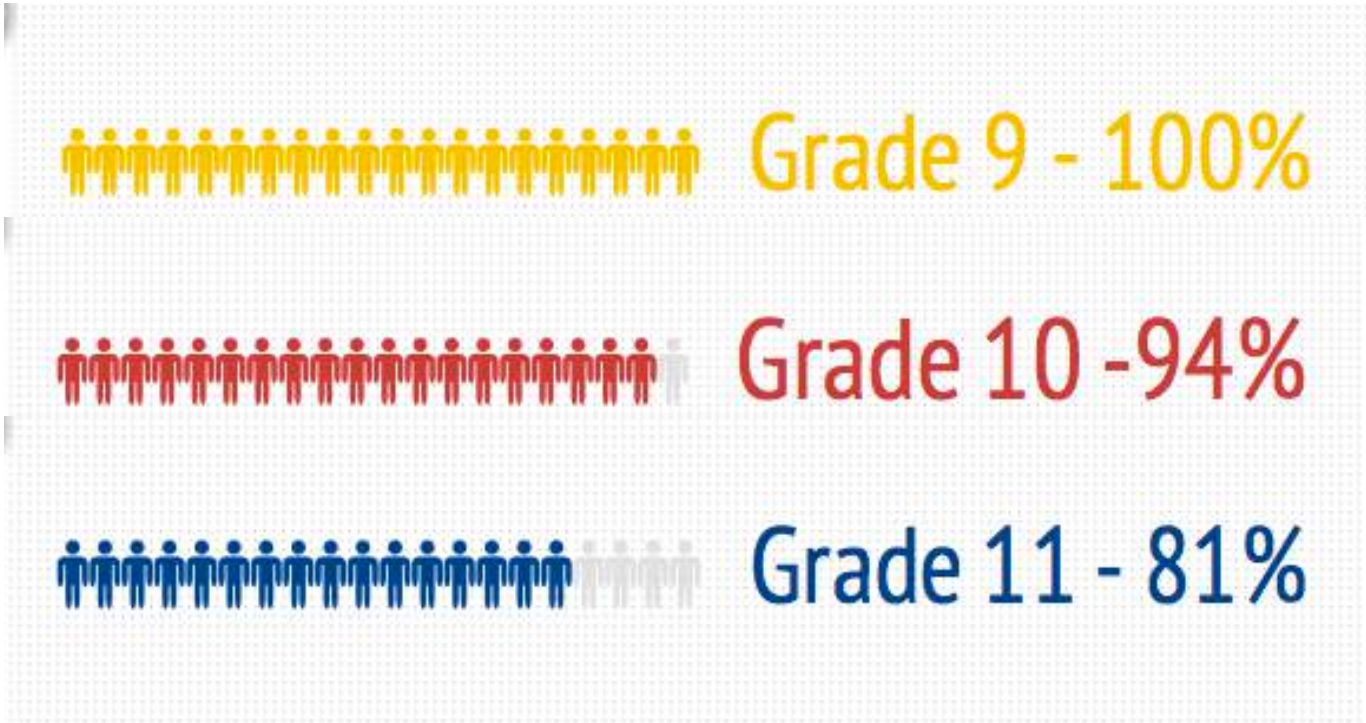
2013-2014: Introducing the 1:1 program



E-learning plan vision:

"Teachers will change educational practice within the classroom and technology will enhance practice. In four years teachers and students will all have their own global collaborative learning spaces. Learners will be self directed & independent. Teachers will be facilitators, guiding students in cyber classroom activities. Students will take ownership of their own learning by helping fellow classmates and teachers reinforce technological skills, through sharing practice and collaboration. The school will be less dependent on paper, services and resources will be web accessible. Repetitive processes will be automated and communication tools will be centralized and streamlined."

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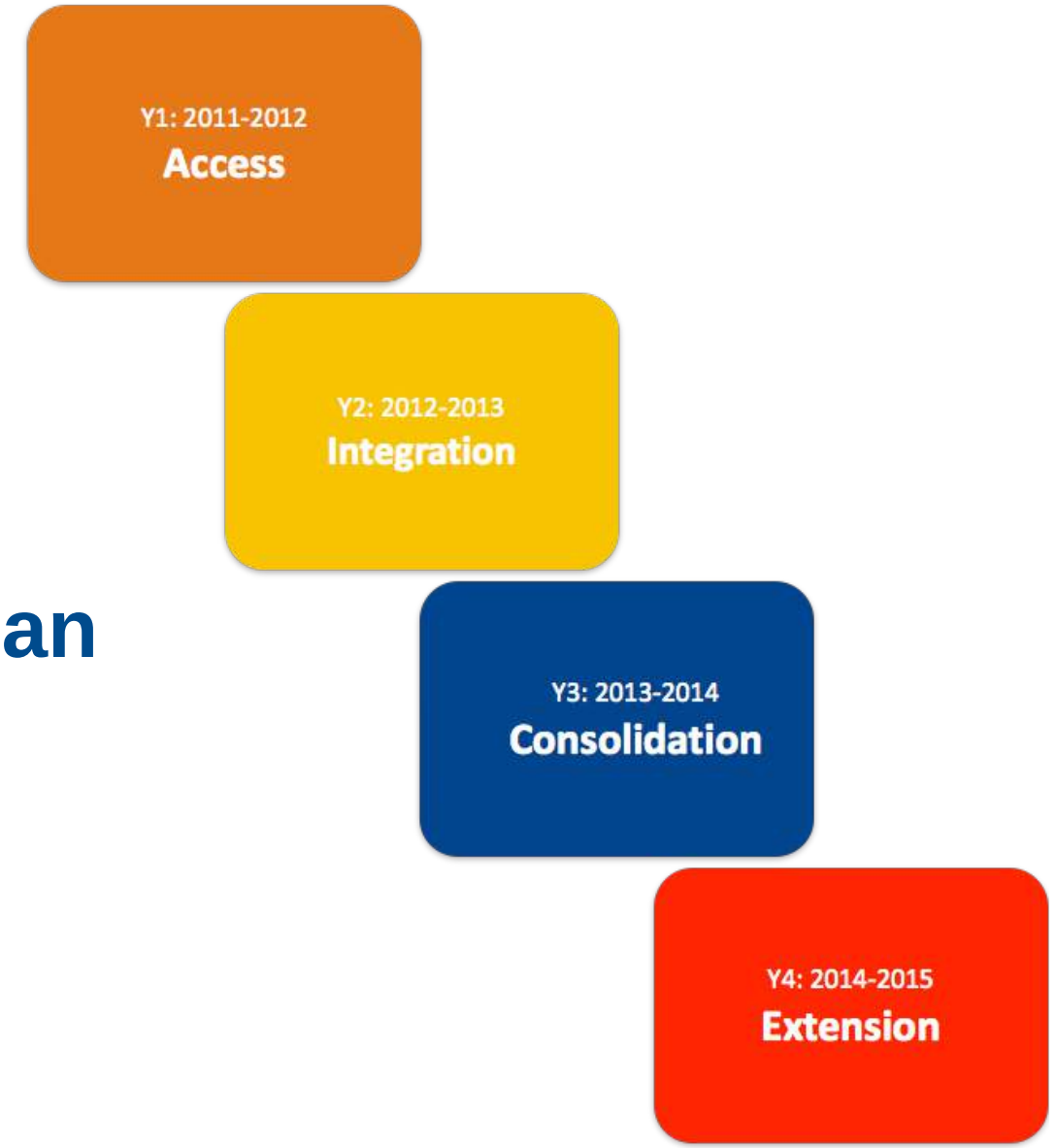
Four Year Plan



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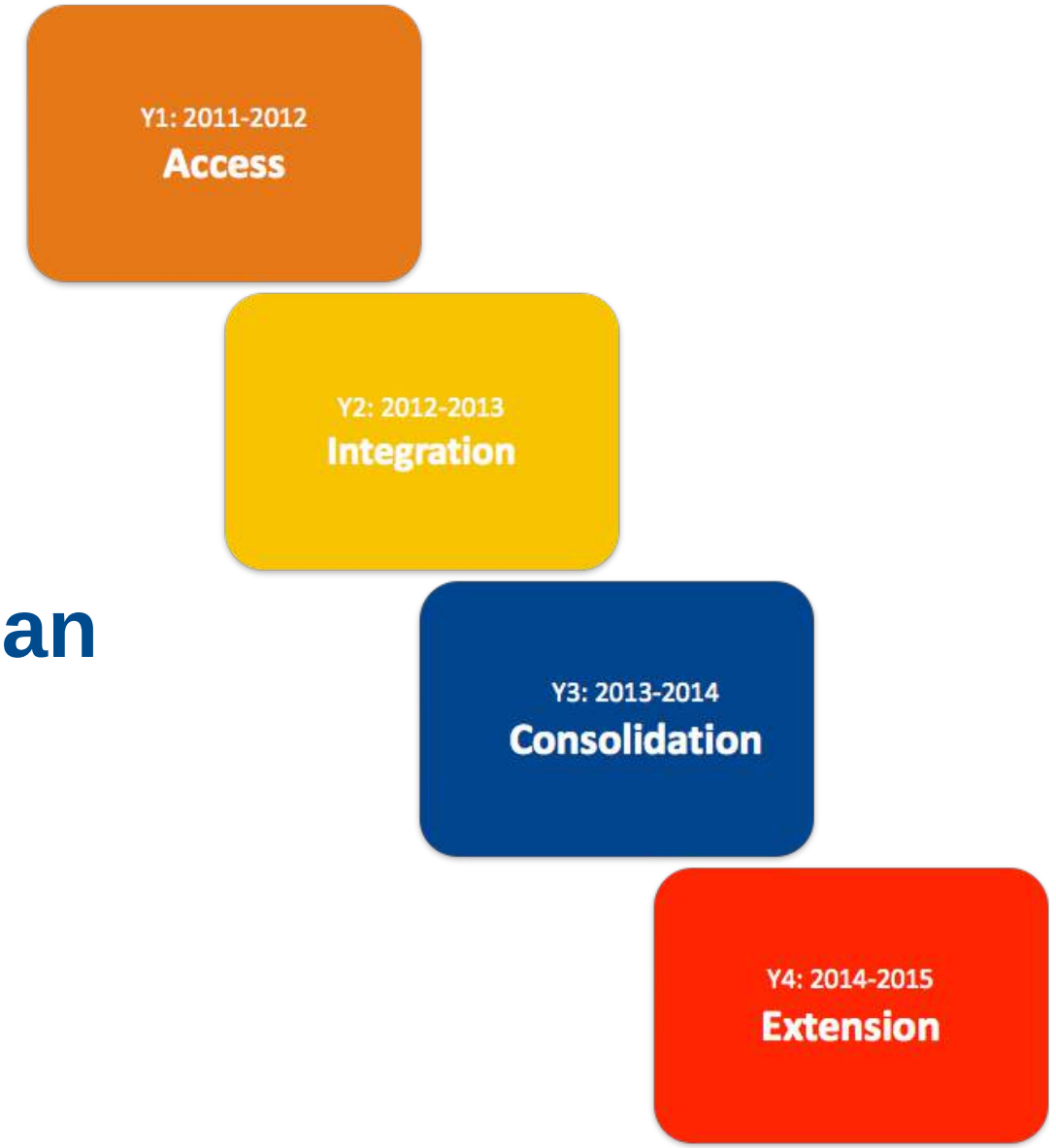
Four Year Plan



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Action Plan

APR 2012 -MARCH 2013

PHASE 1 - PLANNING

1. Prepare team
2. Consider current research (other 1:1 deployments – Headmistress visits 5 schools in UK, 4 Mexico,1 Costa Rica)
3. Develop a vision for learning and teaching w/ 1:1 engaging stakeholders
4. Develop Communication Strategies
5. Audit current use of ICT
6. Conduct infrastructure readiness assessment
7. Work on budgetary options & prepare budget
8. Confirm project scope and timeline

SEP 2012 -JUL 2013

PHASE 2 - PREPARATION

9. Professional Development, to support 1:1, improve learning and change pedagogy
10. Content for learning (software, tools and online resources)
11. Learning spaces
12. Ensure infrastructure & support are suitable
13. Provide guidance for stake-holders (Support documentation)
14. Invite suppliers
15. Pilot Project
16. Management Policies

MAY 2013 - SEP 2013

PHASE 3- IMPLEMENTATION

17. Provide On site service structures (Space, tech support)
18. Conduct parent and community sessions
19. Order and prepare devices and on-going maintenance
20. Provide PD for teachers
21. Deploy devices

OCT 2013 - JUN 2014

PHASE 4- EVALUATION

22. Evaluate successes and areas of improvement
23. Incorporate students, teachers and parents reflections
24. Share with community
25. Plan 1:1 Program extension

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Action Plan

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Leadership

Action Plan

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Leadership

Infrastructure

Action Plan

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Leadership

Infrastructure

Community

Action Plan

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Leadership

Infrastructure

Community

Teaching and learning

Action Plan

Leadership: SELT

- **Inspiring and leading the process.**
- **Promoting digital-age learning culture and providing an environment for innovation** (becoming the first Smart elite school and the first Apple school in Colombia).
- **Monitoring progress.**

Infrastructure

- Technical considerations (networks, servers, storage), planning the launch, creating and renovating learning spaces, providing technical support.

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Community

- TEACHERS
- STUDENTS
- TECHNOLOGY COMITEE
- PARENTS

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TEACHERS

STUDENTS

TECHNOLOGY COMITEE

PARENTS

Community

- Communicating and socialising the e-learning plan to all members of the community in each step of the process.

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TES NEWS talks
November 28-29 2012
Student Conference
Sharing, innovating & leading

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The English School

Teaching and learning

Teaching and learning

- Content and pedagogy

Teaching and learning

- Content and pedagogy

Teaching and learning

- Content and pedagogy

- Professional development

Teaching and learning

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Teaching and learning

- **Content and pedagogy**
- **Professional development**
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Teaching and learning

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- It also provided a significant amount of **Professional Development**, specially for the teachers involved in the 1:1 initiative with 9th grade.

Teaching and learning

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- It also provided a significant amount of **Professional Development**, specially for the teachers involved in the 1:1 initiative with 9th grade.
- Finally, it has determined a specific **Pedagogical Approach** to support the teaching and learning process and give specific guidelines in order to transform the teaching and learning process and not just rely on software or equipment.

Teaching resources

Teaching resources

ManageBac

Year 1

Teaching resources

Year 2

Year 1

Teaching resources

Year 3

Year 2

Year 1

COURSE / SESSION	PARTICIPANTS	HOURS EA
Introduction to OsX, iLife, by iShop Apple trainer	All Preschool & Primary	3 – Jan/13
Coaching teachers for addressing 1:1 concerns by TCEA (Online)	All Grades 9-11 teachers	2 – Jan/13
SMART Board training	All teachers	2 – Jan/13
Introduction to iBooks Author	7 Bach teachers 4 students	12 – Feb & March/13
TEB Innovation Time	7 teachers	6 – March
ISTE Conference in USA	2 teachers	32 –Jun/13
Introduction to OsX, iOS, iLife by Apple Distinguished Educator from México	33 1:1 Teachers G9	40 - Aug/13
Introduction to OsX, iOS, iLife by Apple Coach	All DP Teachers	4 – Aug/13
Introduction to ManageBac	All teachers	3 – Aug/13
iLife, Keynote & Apps	All preschool	3 - Inset Oct
iLife, Keynote & Apps	All Primary	3 - Inset Oct
SMART training	All Primary & Preschool	2 – Inset Oct
SMART Certification Program	5 teachers	16 – Oct/13
Apple coaching in Individual basis	60 teachers	240 Total
Digital Saturday	45 parents	2 – Oct/13
Digital Saturday	15 parents	2 – Nov/13
Apple Certified Technician	1 Technician	40 – Nov/13

Professional development

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SMART Certification Program	5 teachers	16 – Oct/13
Apple coaching in Individual basis	60 teachers	240 Total
Digital Saturday	45 parents	2 – Oct/13
Digital Saturday	15 parents	2 – Nov/13
Apple Certified Technician	1 Technician	40 – Nov/13

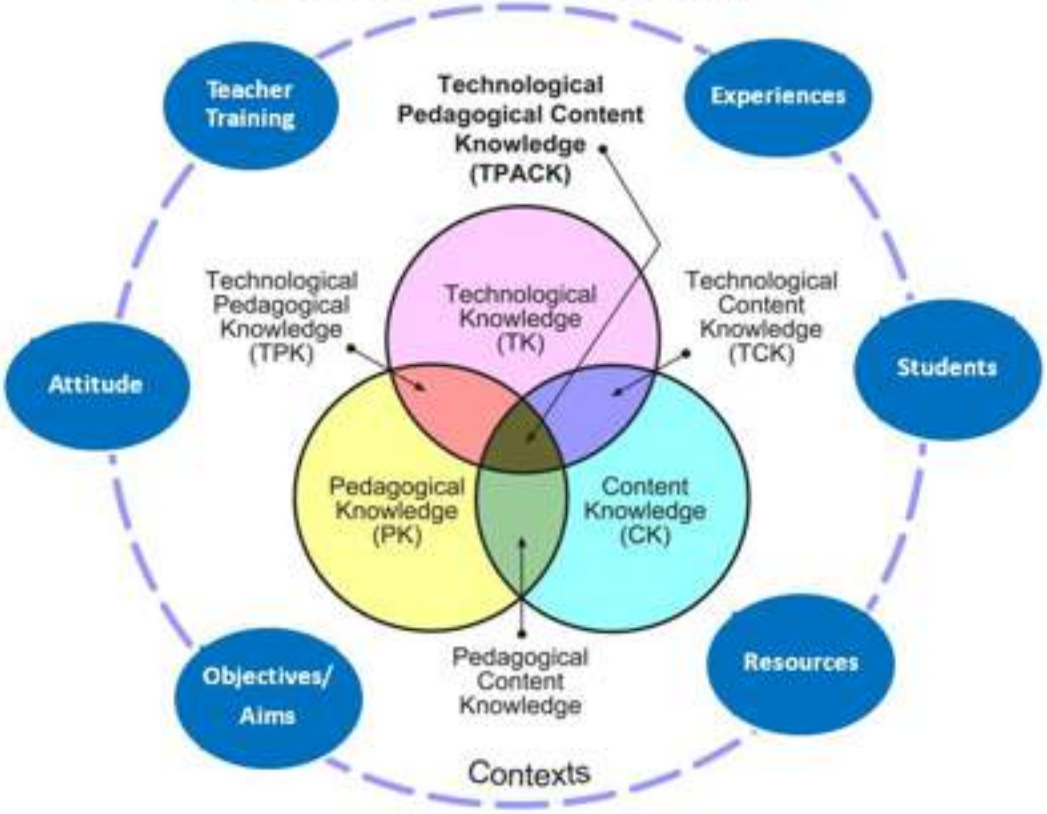
Pedagogical approach: three key models

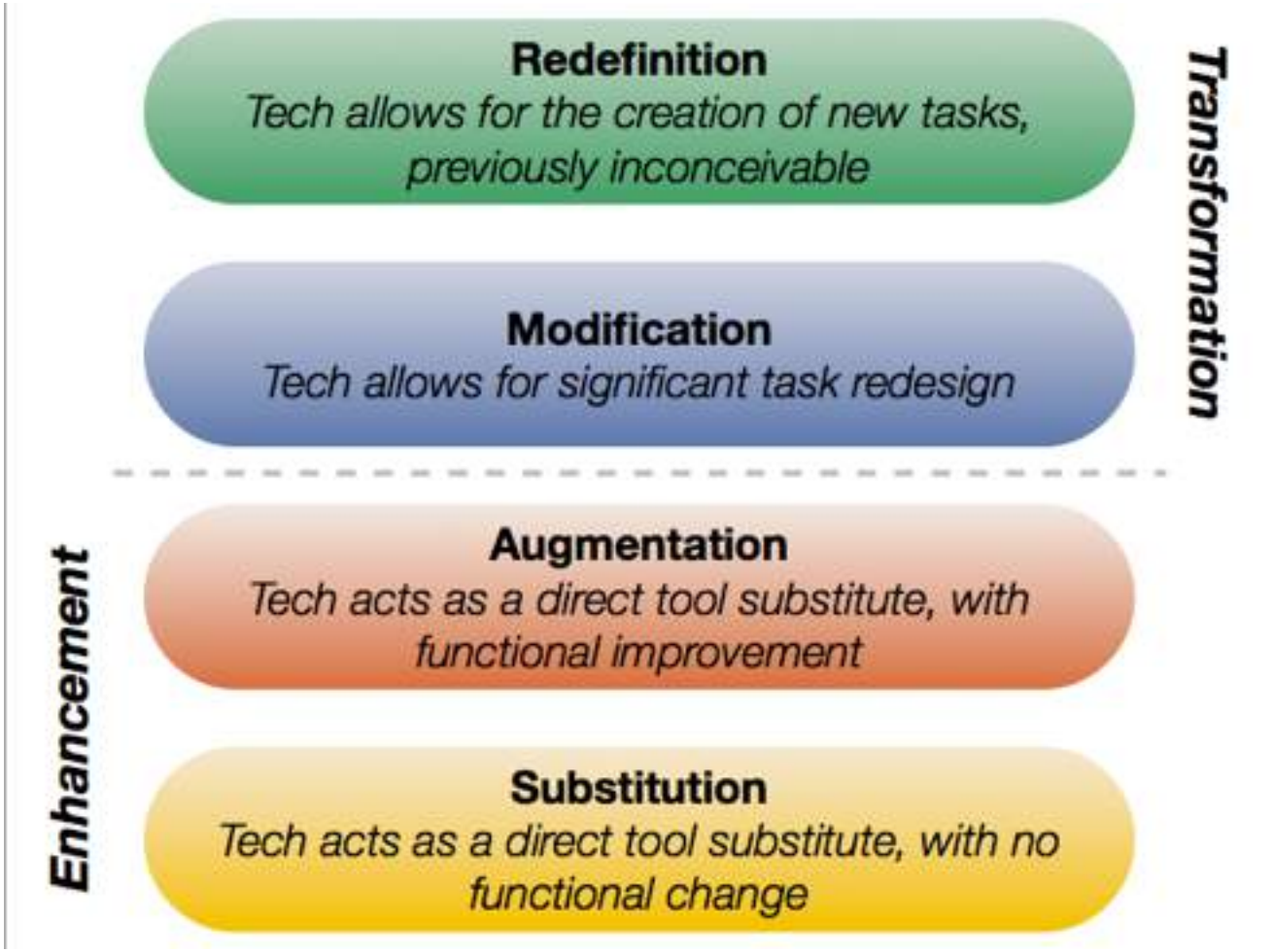
- **ISTE standards:** the ISTE Standards are the standards for learning, teaching and leading in the digital age and are widely recognised and adopted worldwide. The family of ISTE Standards work together to transform education. http://www.iste.org/STANDARDS
- **T-PACK:** Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.The TPACK framework extends Shulman's idea of Pedagogical Content Knowledge. http://www.tpck.org
- **SAMR model**: "SAMR, a model designed to help educators integrate technology into teaching and learning , was developed by Dr. Ruben Puentedura. The model aims to enable teachers to design, develop, and integrate digital learning experiences that utilise technology to transform learning experiences to lead to high levels of achievement for students."http://www.hippasus.com/rrpweblog/ and http://www.schrockguide.net/samr.html

Communication & Collaboration
Creativity & Innovation
Research & Information Fluency
ISTE's Educational Technology Standards for Students
Critical Thinking, Problem-Solving, & Decision-Making
Digital Citizenship
Technology Operations & Concepts

Student Learning & Creativity
Digital-Age Learning Experiences & Assessments
ISTE's Educational Technology Standards for Teachers
Digital-Age Work & Learning
Professional Growth & Leadership
Digital Citizenship & Responsibility

Context Influence on TPACK Knowledge




Redefinition
Tech allows for the creation of new tasks, previously inconceivable
Modification
Tech allows for significant task redesign
Augmentation
Tech acts as a direct tool substitute, with functional improvement
Substitution
Tech acts as a direct tool substitute, with no functional change
Transformation
Enhancement

How can these models change the way we plan and conceive our lessons and assessment?

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The English School - 1:1 Pilot program
9th grade Language Arts 2013-2014
(MYP year 5)

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The English School - 1:1 Pilot program
9th grade Language Arts 2013-2014
(MYP year 5)

- 1:1 Program 7th -11th grade all subjects 2014-2015 (MYP years 3-5, DP)

Classroom management

Approaches to learning

Developing unit plans with challenge based learning strategies

Classroom management

Classroom management

- Developing school specific digital citizenship guidelines aligned to the school's "Buen trato" project.

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Classroom management

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BUEN TRATO TES The English School

- Developing with the students classroom's digital expectations. Generating a set of clear and direct instructions for the proper use of devices.

Classroom management

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BUEN TRATO — TES The English School

- Developing with the students classroom's digital expectations. Generating a set of clear and direct instructions for the proper use of devices.

IB profile exercise!

Consider the ten attributes of the IB profile and think of one way we can develop each one in our class both in real and virtual environments.

Class behaviour tools

Class behaviour tools

- classdojo.com: behaviour points allow positive reinforcement and helps students focus on the assigned task. It generates reports for students, parents and teachers, it has a timer and a random name picker to make sure everyone in the classroom participates and is engaged.

Class behaviour tools

- classdojo.com: behaviour points allow positive reinforcement and helps students focus on the assigned task. It generates reports for students, parents and teachers, it has a timer and a random name picker to make sure everyone in the classroom participates and is engaged.
- classtools.net: it has a random name picker, timers with music that can be used for starters or plenaries, revision games, timelines, etc.

Approaches to learning

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Collaboration

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Organisation

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Reflection

Approaches to learning

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- Note taking
- Tagging
- Calendars
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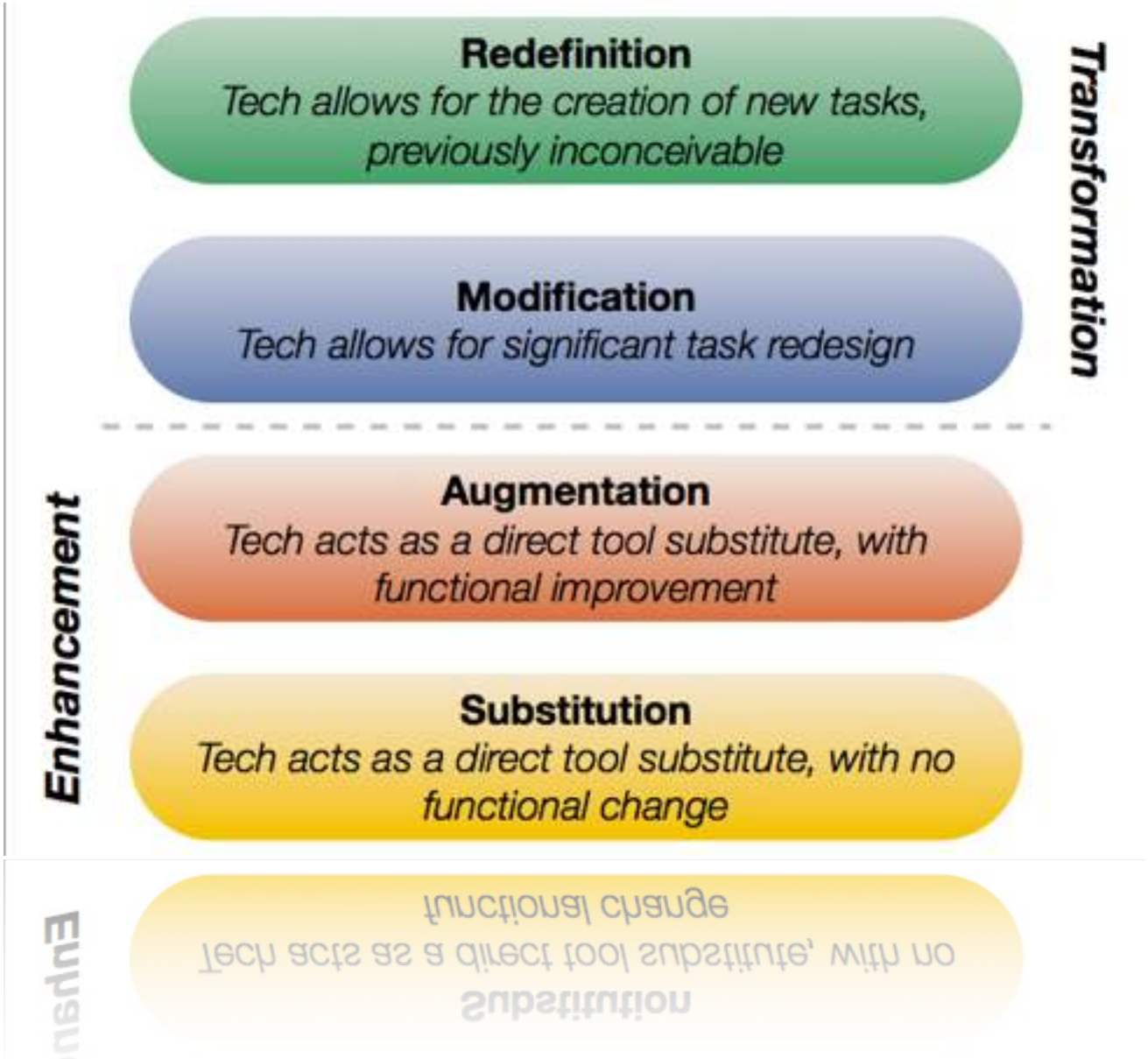
Developing unit plans with challenge based learning strategies through the SAMR model

- Acknowledge differentiation, collaborative work, challenge-based learning and inquiry-based learning as a pedagogical framework to explore teaching and learning strategies involving technology.

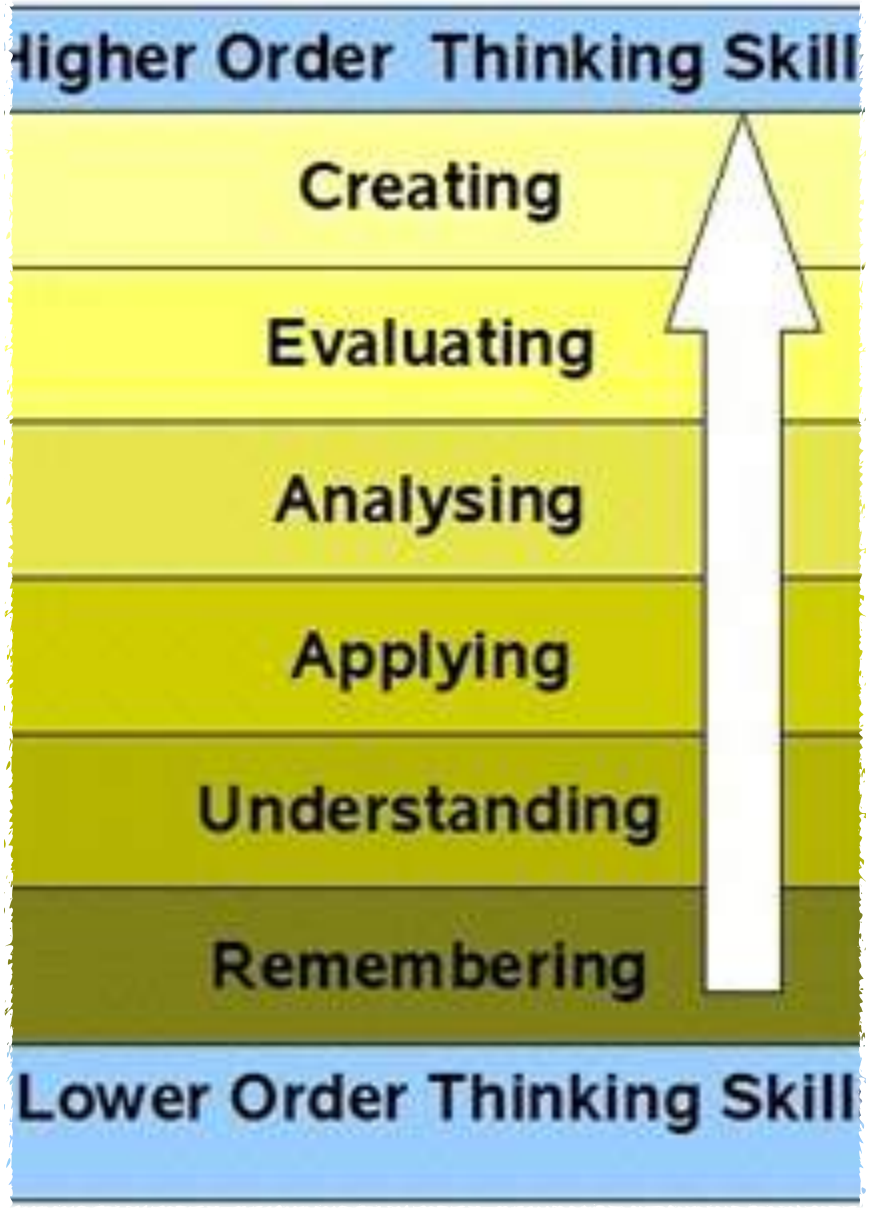
SAMR model


Redefinition
Tech allows for the creation of new tasks, previously inconceivable
Modification
Tech allows for significant task redesign
Augmentation
Tech acts as a direct tool substitute, with functional improvement
Substitution
Tech acts as a direct tool substitute, with no functional change
Transformation
Enhancement

What do we want our students to be able to do?

Developing Higher order thinking skills- Bloom's taxonomy

Developing Higher order thinking skills- Bloom's taxonomy



How to successfully integrate these pedagogical approaches?

Is it possible to integrate collaboration, inquiry based learning, creativity and redefinition in each task?

Is it possible to integrate collaboration, inquiry based learning, creativity and redefinition in each task?

How do you develop coherent formative and summative assessment that relies on technology in the redefinition level?

Challenge based learning strategies

- "Challenge based learning is a collaborative learning experience in which teachers and students work together to learn about compelling issues, propose solutions to real problems, and take action. The approach asks students to reflect in their learning and the impact of their actions and publish their solutions to a WORLDWIDE AUDIENCE." (Apple, p.3)

- Collaborative skills
- Real life situations or problems/Concepts in context
- Interdisciplinary connections
- Focus on inquiry and creation
- Impact on the community
- Differentiated tasks

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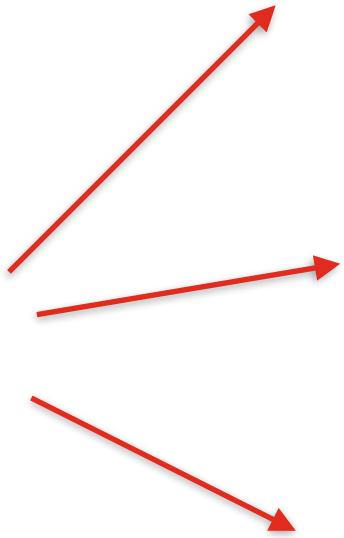
Teaching and learning strategies



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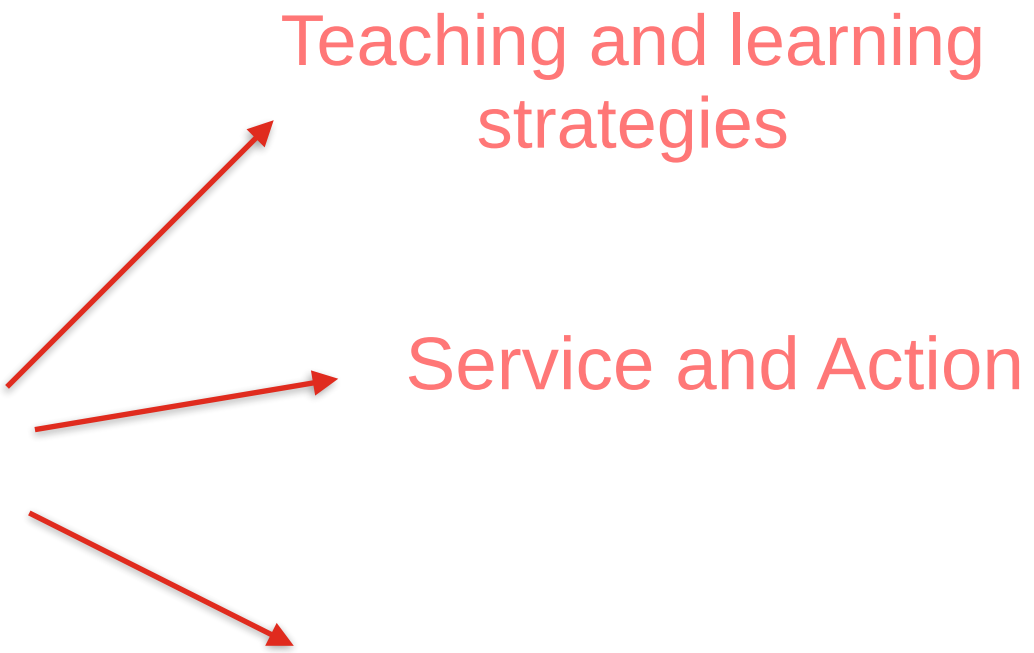

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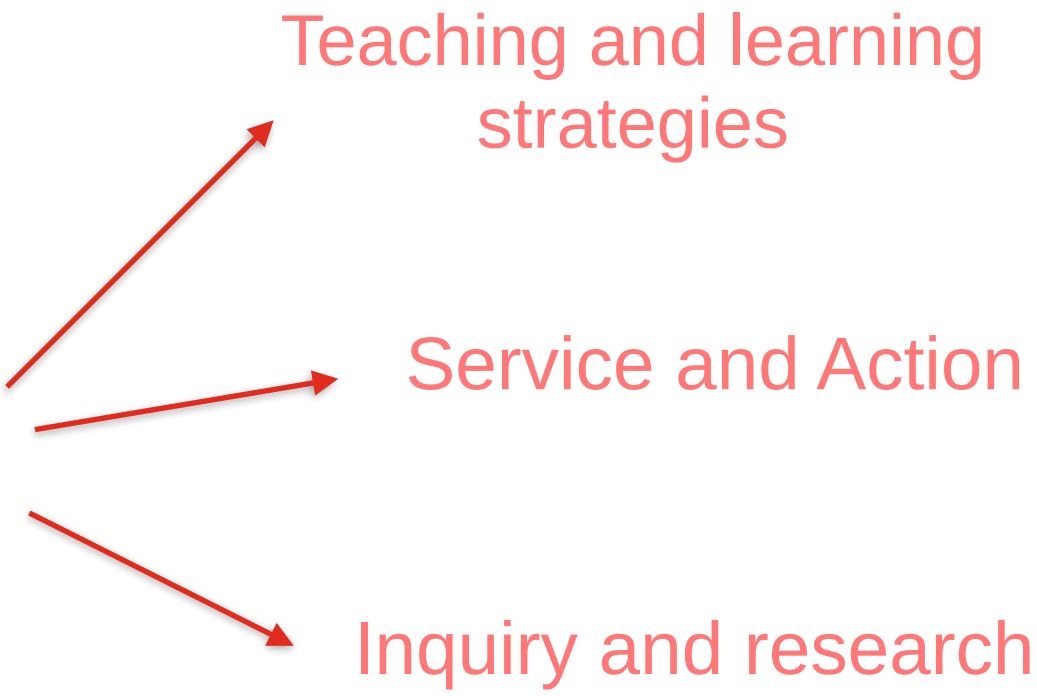

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IB PROGRAMS

Teaching and learning strategies

Service and Action

Inquiry and research

How to do it?

How to do it?

Steps!

How to do it?

Steps!

Specific example from MYP language arts

STEPS!

- Start with a big idea: what is it that I want my students to learn?- **CHOOSE THE KEY CONCEPTS**
- Present an essential question: write a question or ask your students to write a question that serves as I guide to connect a real world problem to the selected concepts- **QUESTION(S)**
- Design the challenge: design a challenge that makes students integrate the subjects key CONTENTS, CONCEPTS and SKILLS through the creation of a PRODUCT designed on the Redefinition level.

Determine the preliminary steps to prepare students for the challenge: what do they need to know? what will they need to be able to do before the challenge in terms of contents and technological skills? How will I prepare them to inquire and work collaboratively?

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Remembering, Understanding, Applying and Analysing skills. **FORMATIVE ASSESSMENT:** Substitution, augmentation, modification.

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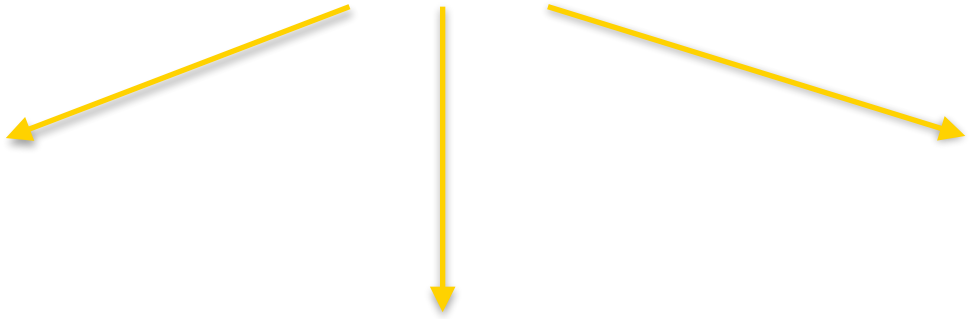
Remembering, Understanding, Applying and Analysing skills. **FORMATIVE ASSESSMENT:** Substitution, augmentation, modification.

- Organise your unit considering the **challenge completion** your final product.

New approach to apps and technology!



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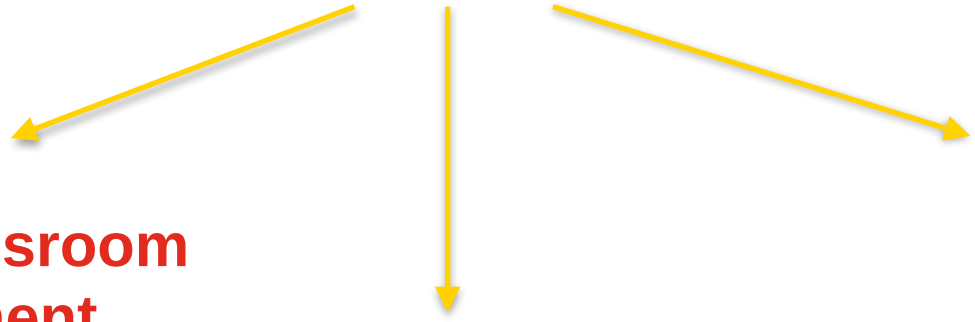
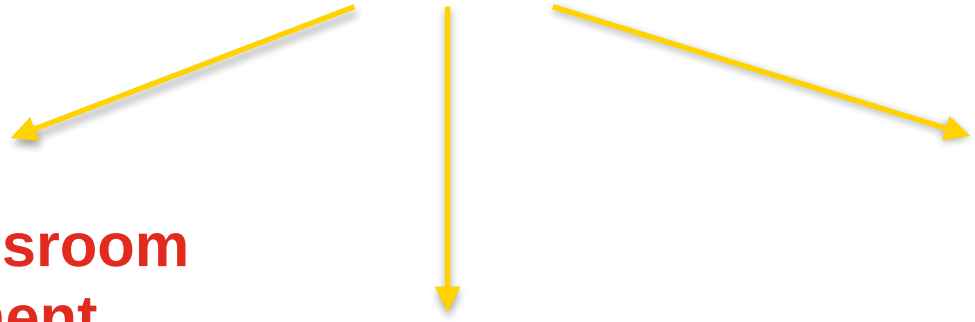


Tools for classroom management

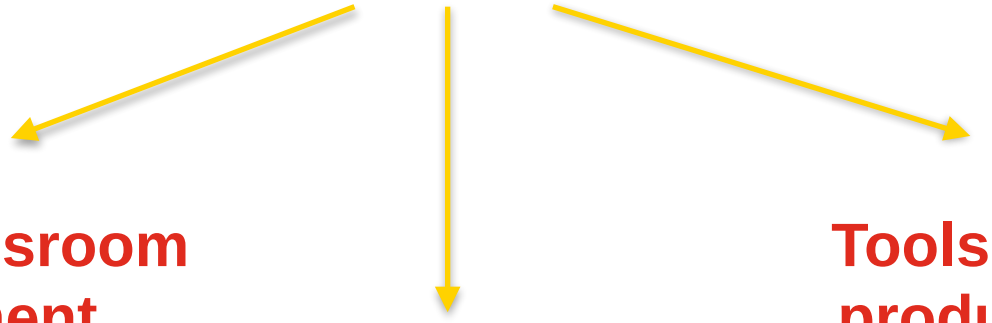
New approach to apps and technology!



Tools for classroom management

Tools for formative assessment

New approach to apps and technology!



Tools for classroom management

Tools for formative assessment

Tools for final products and other summative assessments

Bloom's Taxonomy for iPads

Silvia Rosenthal Tolisano–GloballyConnectedLearning.com – Adapted from Dave Mileham

Apps and websites for formative assessment (preliminary steps)

- Understanding: specific subject related apps. Language development, math skills, etc. (Khan Academy, Duolingo, LouvreHD, TED.)
- Reading and note taking: iBooks, GoodReader, Acrobatreader, Evernote, Notability, etc.
- Class behaviour: Classdojo, Stopwatch.
- Analysis: iThoughtsHD, OmniGraffle, Idea Sketch, Mindnode, Popplet, PicCollage.
- Collaboration: Wikispaces, Lino, Padlet, Dropbox, Wunderlist, Snapguide, Edmodo, etc.
- Photography: iphoto, photobooth, photogene, colorthief, pencil camera, snap different, superburst.
- Developing creative thinking: Brainsparker
- Application: Keynote, Numbers, Pages, ShowMe, HaikuDeck, Moodboard, ComicBook, Stripdesign, Tellagami, etc.

Apps and websites for summative assessment-final product:

- Images and posters: keynote, Moodboard, Diptic, PicCollage, AnimationHD, MyBrushes Pro, Skitch.
- Podcasts: Audioboo
- Video creation: iMovie, Movie FX cam, 8mm, ReelDirector, Garageband.
- Book creation: iBooks, Bookpress
- Publishing and social media: Tumblr, Facebook, Instagram, Twitter, Skype

Which ones do I need for each project?

Personal SAMR integration experience

Personal SAMR integration experience

Language Arts MYP: grade 9
Natalia Castillo- John Triana

Unit title:

Unit title:

Community and service: social injustice in literature

Unit objective: Big idea!

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- The students will understand how literature can address relevant situations of any community, respond to them in a critical fashion and generate a response or impact in the reader.

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- The students will understand how literature can address relevant situations of any community, respond to them in a critical fashion and generate a response or impact in the reader.

New chapter: Statement of inquiry. The authors communicate political, social and ethical issues through characters that present different points of view in order to generate an effect in the reader.

Essential question

Essential question

- If I had the voice of a narrator, what problems or situations of my society will I portray in my story so that other could see them and reflect on them?

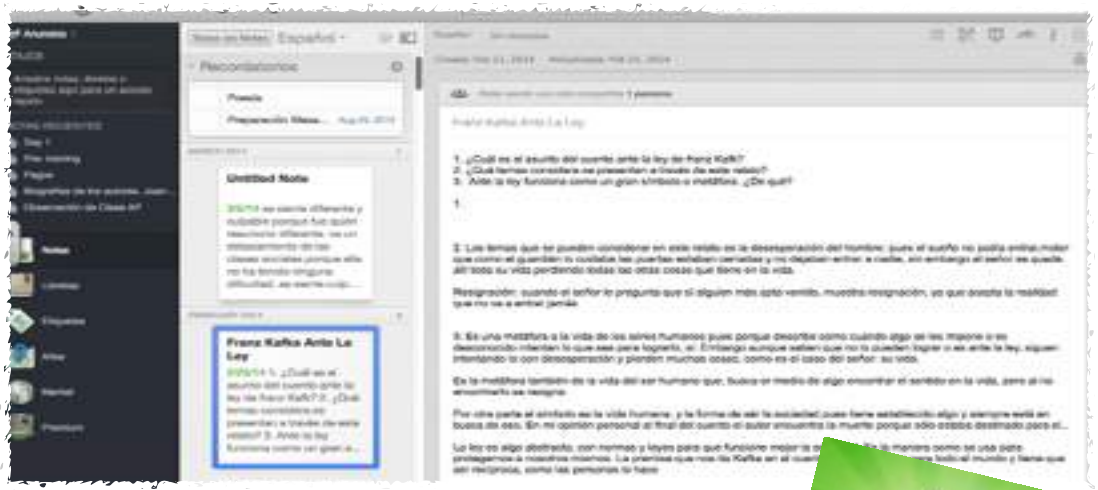
Challenge!

Challenge!

- Students will create their own stories through Illustrated/Graphic Novels to express their personal points of view about their society while understanding the most important narrative devices, how they work and what effect they can create on the reader.

Preliminary steps: developing content understanding and skills development

SUBSTITUTION: Remembering and Understanding



Phase 1

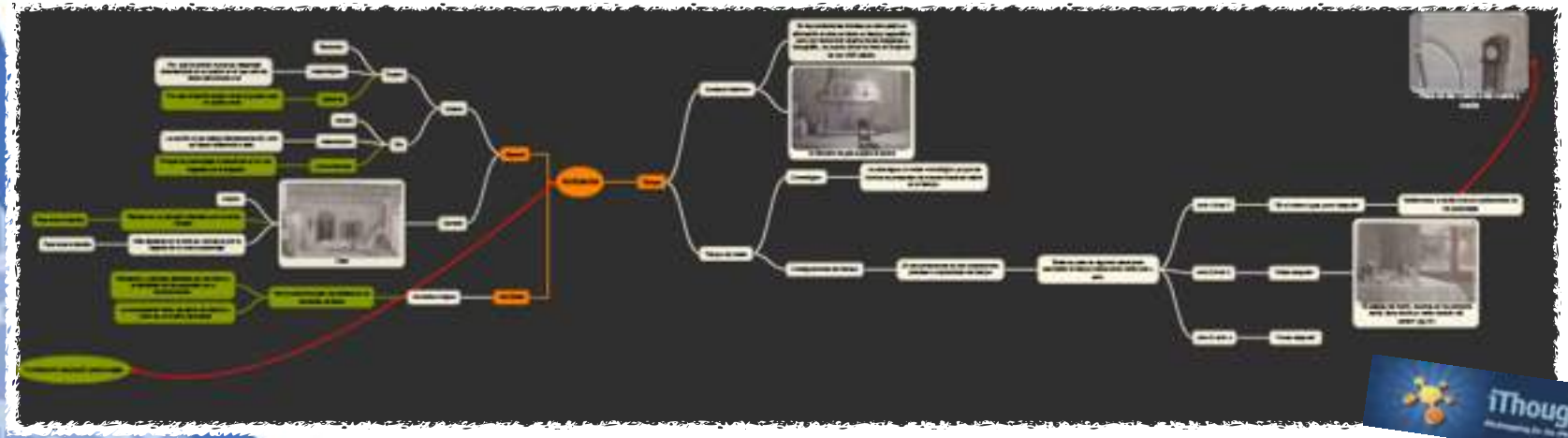
Individual work!

- Reading and annotating the selected stories in digital books (iBooks).
- Taking notes of the main idea, topics and literary devices discovered in the stories in an Evernote or other note taking app. Special emphasis in devices related to expressing social injustice.

Phase 2

AUGMENTATION: Analysing

- Sending the notes from the iBook with the general analysis of the stories to the teacher to get feedback.
- Creating a mind map of one the stories that summarises the analysis both of content and the devices of each story using images to support main ideas.



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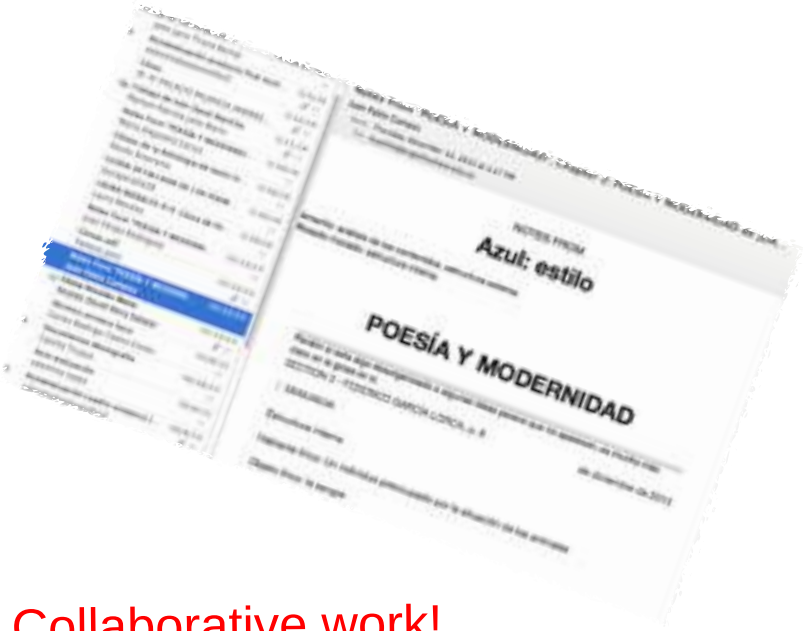
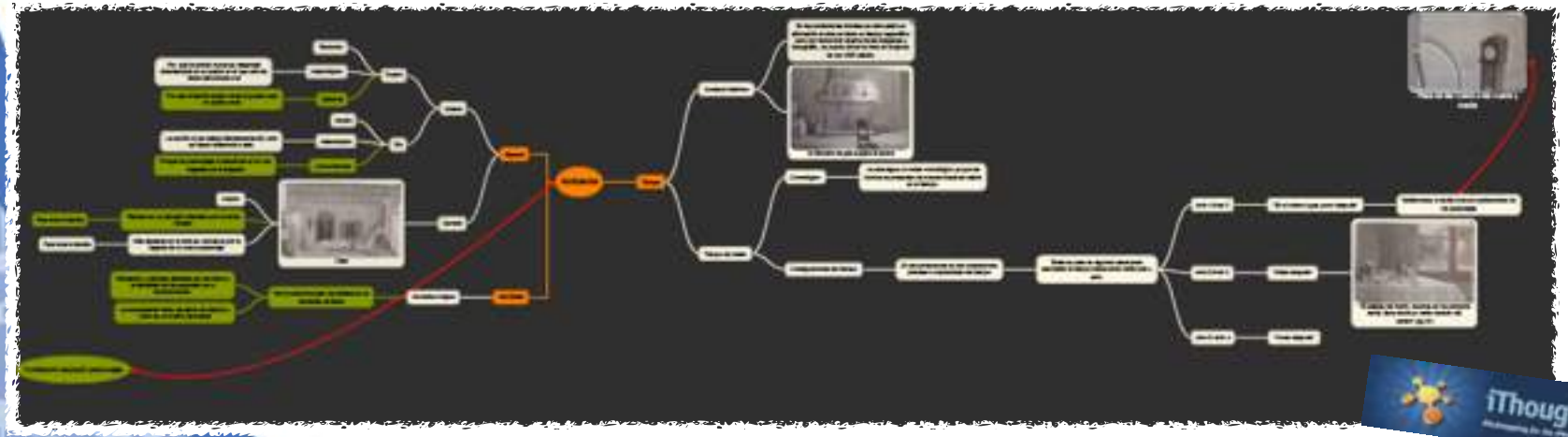


Collaborative work!



AUGMENTATION: Analysing and applying

- Participating in a class cork board through the unit to develop further concept appropriation through inquiry questions related to narrative and it's possibilities of expression.
- Creating comics that represent the physical, psychological and ideological characterisation of a chosen character. (formative assessment)

Collaborative work!

Collaborative work!

MODIFICATION: Analysing, evaluating and creating

Creating posters based on the authors perspective on society and how it relates to the story that was read and analysed in class. Presenting the choices of image, text and edition that where made to convey an important message about society. (Summative assessment)

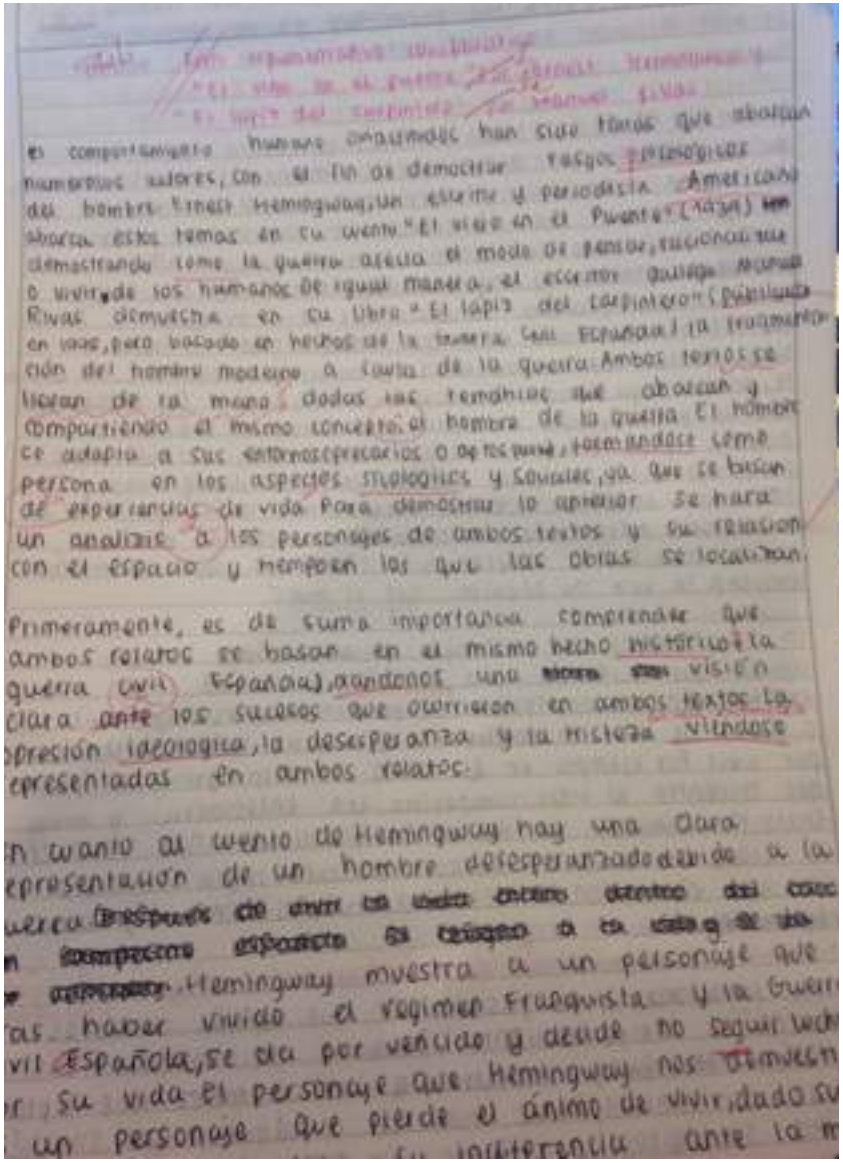
Phase 4

iPhoto

No technology task: analysing and evaluating

- Writing a formal Commentary about one of the short stories. Students had to analyse all the literary devices and give a personal interpretation of the text and the message the author was trying to convey. (Summative assessment)

Individual work!



Final project: Redefinition

Taking it one step further!

Phase 5

MODIFICATION: Analysing, evaluating and creating

Collaborative work!

- Creating and adaptation of one of the stories as a chapter of a Graphic or illustrated novel that portrays one or more topics related to social injustice in the students context.

IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC · 10–13 JULY

iBooks

- STEPS:

1. Choosing the topic related to social injustice that they consider more related to their own Colombian, bogotan, context.
2. Create a project timeline and assign the group member responsibilities.
3. Researching in different media (websites, blogs, newspaper websites, etc) about the situation.
4. Evaluating the sources, choosing the best ones based on their content and share their inquiry in the Dropbox folder of the class so all the groups can benefit from the research.
5. Writing a storyboard of their original story to develop this topic and situation in relevant and meaningful way.
6. Taking and editing pictures in order to integrate the graphic component to the novel.
7. Creating a Graphic story based on images taken in Comic Book or related apps that vividly recreate their story.

Collaborative work!

REDEFINITION: Evaluating and Sharing

- Publishing the book in Ibooks, Bookpress or other related apps.
- Each class creates a Facebook fan page where they post the link to the novels and invite friends and family to read their novels and give their opinions about the social issues presented on them.
- Each group writes comments about the topics that where presented by the other groups and evaluates their work according to the specific rubric.
- Each group uploads a video reflection on their work.

https://www.facebook.com/MYPTES

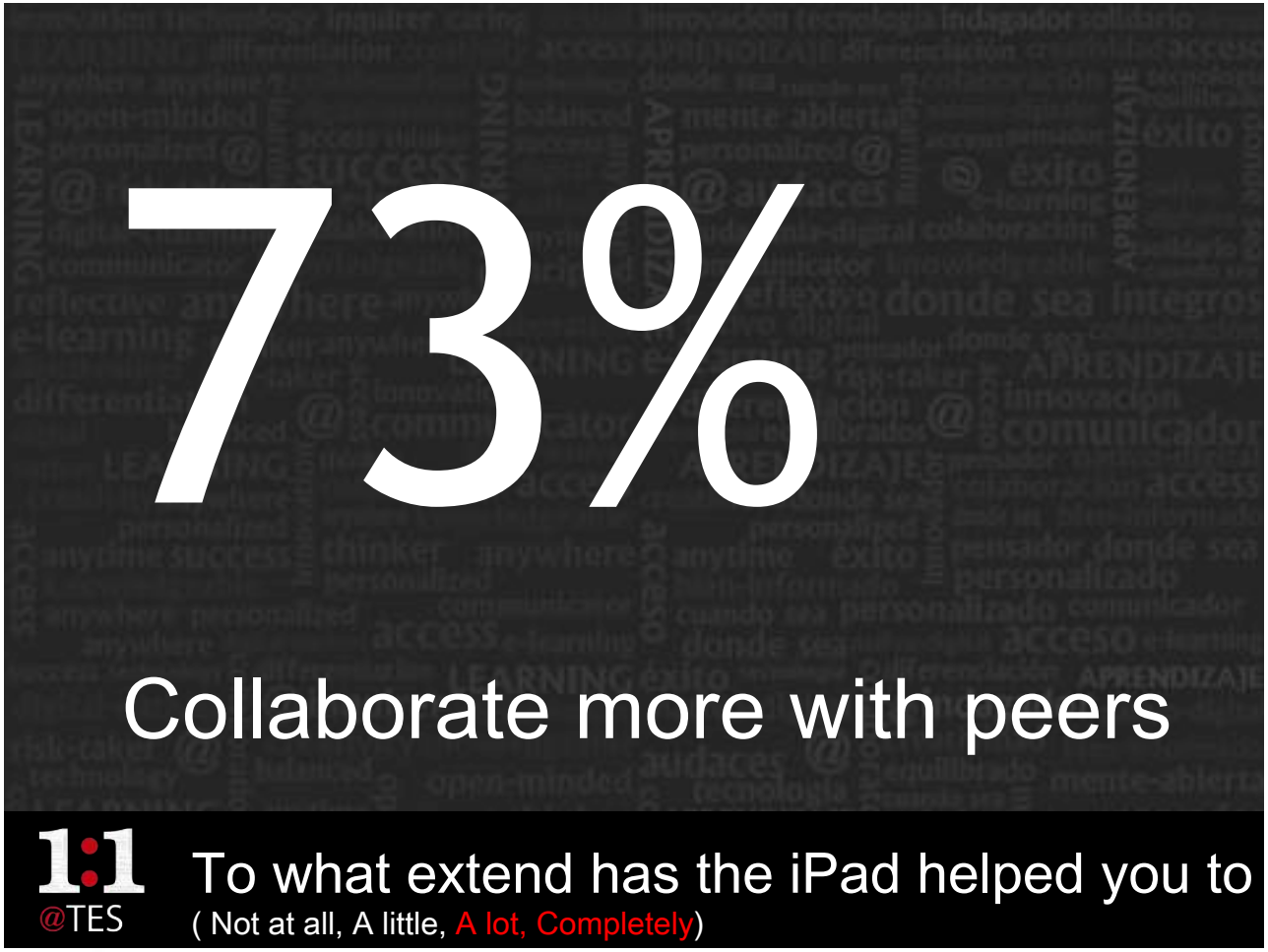
Impact on students learning

82%
Reinforce Technological Skills
1:1 @TES
To what extend has the iPad helped you to
(Not at all, A little, A lot, Completely)

79%
Increase independent learning
1:1 @TES
To what extend has the iPad helped you to
(Not at all, A little, A lot, Completely)

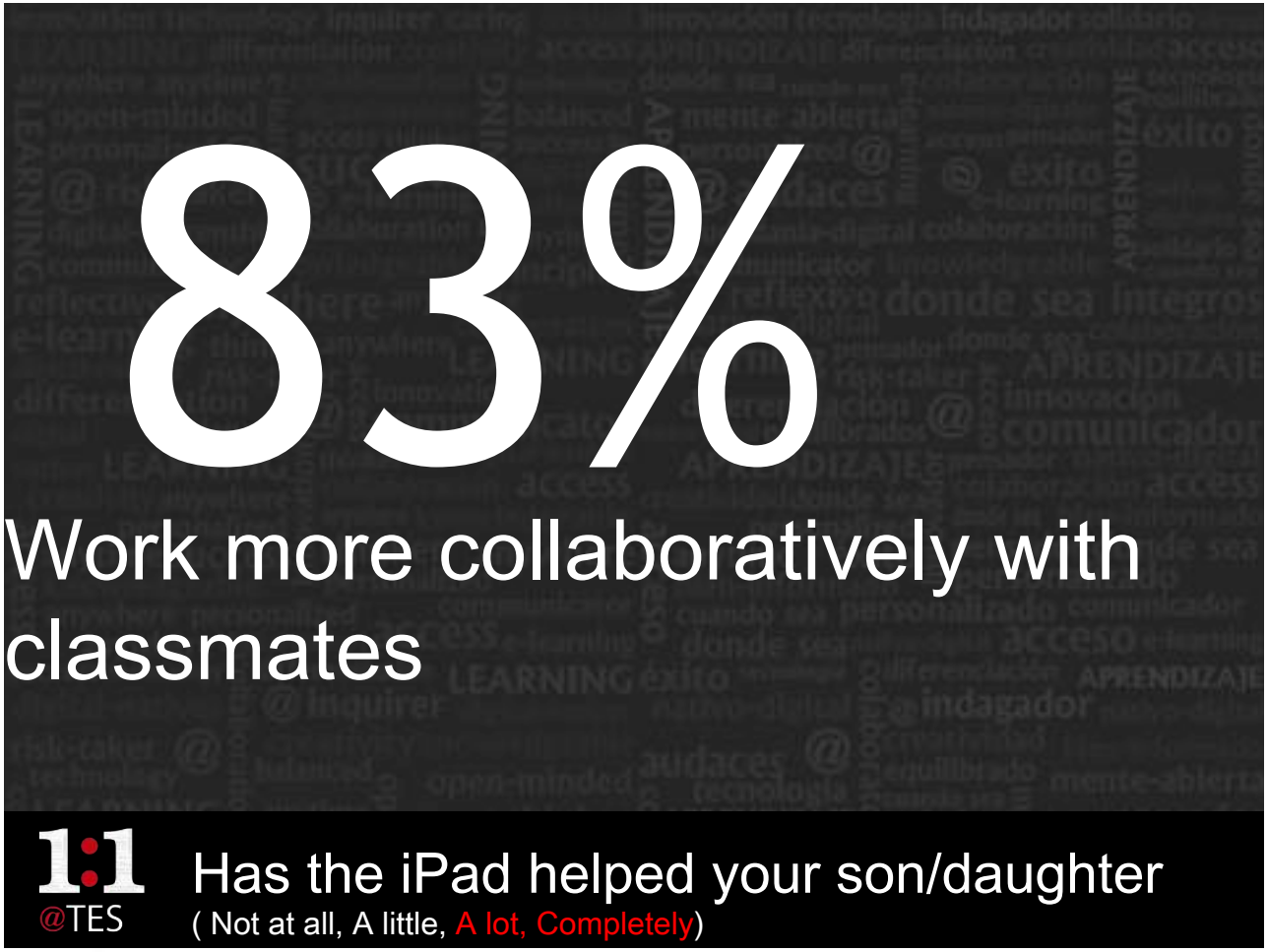
77%
Enhance Learning Experience
1:1 @TES
To what extend has the iPad helped you to
(Not at all, A little, A lot, Completely)

72%
Take ownership of own Learning
1:1 @TES
To what extend has the iPad helped you to
(Not at all, A little, A lot, Completely)


73%
Collaborate more with peers
1:1 @TES
To what extend has the iPad helped you to
(Not at all, A little, A lot, Completely)

100%
Use less paper
1:1
@TES
Has the iPad helped your son/daughter
(Not at all, A little, A lot, Completely)

92%
Access to more tools to solve problems
1:1 @TES
Has the iPad helped your son/daughter
(Not at all, A little, A lot, Completely)


83%
Work more collaboratively with classmates
1:1 @TES
Has the iPad helped your son/daughter
(Not at all, A little, A lot, Completely)

75%
Improve the learning experience
1:1 @TES
Has the iPad helped your son/daughter
(Not at all, A little, A lot, Completely)

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

- Albert Einstein