



**Communicating our Learning
Nanoose Bay Elementary
School SD69
Brenda McConachie and Karen
Mostad**



SET-BC Project

- This year we have participated in a SET-BC Project. The project is called, Communicating our Learning, making the learning the children do more visible to parents, and inviting students into the documentation process. It has also become an important tool for me to use to help parents see the ways we learn in a day, and how that connects to the important learning that occurs throughout the ‘living inquiry’ each day. How they explore, create and wonder as they follow their passions.



Project Summary

- We were focused on incorporating technology in the process of **communicating student learning** with a focus of having **students involved** in using technology to **document their learning** in digital portfolios. We are also interested in using a **multi-age approach**, with our older students acting as technology and **learning mentors** to our younger students. This mentorship will also lead to exploration about technology to support their own learning and problem solving.

Curricular Project Goal

- All students will engage in formative assessment for and of learning and communicating learning in a variety of subject areas. For example: All subject areas can be a focus for an entry in the portfolio throughout the year and Language Arts concepts will be enhanced through the authentic reading and writing of the contents of the portfolios.

Project Outcomes

- our students will all have a **deeper understanding of their learning** through imbedding the formative assessment questions as the frame for each entry, therefore will be more aware of the processes of learning.
- students who can clearly explain their and others' learning **develop self-efficacy that will lead to increased engagement.**
- the multi-age component will **build community, empathy, self-regulation and deeper understandings** amongst our community of learners.
- use of technology will enhance **demonstration of learning** as well as **engagement**
- **family understanding of learning** will be enhanced
- **collaboration** with a colleague will deepen learning ; both of formative assessment and technology
- understanding of incorporation of **technology possibilities** will broaden



Technology Used

- 6 iPads
- 6 Otterbox cases
- 6 styluses
- 6 wireless keyboards
- 1 Apple TVs and 1 Kanex adaptors (Apple TV never worked we tried to get a VGA to Lightning adaptor as a replacement but weren't able to)
- Clicker apps bundle

- Portfolio platform used Kid Blogs

- ChatterPix Kids, Pic Collage, Write about This, Tell about This, Book Creator, Educreations, Collins Big Cat eBooks

- Accessibility Features in iOS 8
 - Enable Dictation, Speak Selection, Predictive

Kid Blogs

- We considered a number of E-Portfolio platforms and options

Why Kids Blogs was chosen:

- security settings (privacy) can be customized
- greater uploading options to site from iPad through Camera role
- can upload larger files like videos
- iPad friendly
- simpler user interface
- personalized themes for individual portfolios
- paired with another teacher in a different school in the district
- cost \$35 a year



Training and Support

- Monthly face to face training with 2 project teachers, student teacher, school admin with SET-BC consultant. On going online support as required.
 - Setting up iPads and updating iPads
 - Setting up Kid Blog accounts
 - Creating personalized environments and avatars
 - App choices and training on the apps
 - Implementation ideas
 - Yammer community around the province connecting teachers doing similar projects

What we did...

- We have used Kidblog with a separate kidblog entry for each child. The children created an avatar for their picture. The children have used the ipads:
- During Literacy Centres in the Teacher Group to focus on retelling activities.
- Pic Collage to take photos, arrange them on the ipad, choose colour and text font, type name and save the work.
- Do a sharing in the classroom during Family Reading time to share with parents how we are using the Ipads. This was very successful with a great turn out!

What we did...

- Chatterkid app to take a photo of a picture they have made, and then record a poem they have learned. They added to the photo with stickers, hats and other decorations. The children brainstormed for criteria about how to successfully record their voices.
- Chatterkid app to take a photo of a page from a book we have read and done a retelling activity about. They then recorded themselves retelling a favourite part of the story. With this app the mouth on the character in the picture moves as the child's voice speaks.
- Chatterkid to pick a non-fiction book to retell facts about an animal.

Successes

- Using the Ipads (Book Creator App, Chatter Pix, Pic collage, Educreations) with a small group for differentiation support for writing in our classes.
- Using the Ipads in the K/1 class for small group work during Literacy Centres to build technology skills and to retell stories and documenting their learning after research activities.
- Giving Ipads out for students to do their own photo documentation of classroom learning.
- Utilizing the big buddies to help little buddies set up kidblog avatars and home page.

Successes

- Using the App Educreations, Big buddies assisted the documentation of a project done by little buddies and helped by doing the recording on the picture. The big buddies were able to discuss the photo and prompt the younger students to help them consolidate their understanding of shapes in the real world.
- Having a student teacher involved in the project gave us a third person for building our knowledge of how to incorporate and use the ipads throughout the teaching day and provided the time to work with small groups to teach the students how to use the technology.

Successes

- Using Kidblog as a tool to communicate with parents about the daily learning activities in the classroom has been very successful.
- This project has greatly impacted our teaching and ability to use technology in our classrooms to support student learning. It is more natural now to see how technology fits into activities we are designing in the classroom.
- Having the access to frequent support from SET B.C. to assist in every aspect of the project. Jane introduced us to a new app each visit, and helped us establish applications for the classes. This was very important.

Challenges

- Wifi connection.
- iPad support and updating (no District IT support)
- Didn't have a mac laptop to sync iPad to. Things got lost.
- Reliable source of funds to add apps to the iPad
- Frustration with connection/synching to the apple tv and classroom projector.
- Having parents leave comments for feedback! We could have done more parent education to help parents feel more comfortable about how to use kidblog.
- Keeping the Ipads in a safe place as our classroom door is left open at recess and lunch so we are doing a lot of packing up and moving the Ipads around.

Challenges

- Only having six ipads for the large 6/7 class and a full primary class. It took a long time to take pictures and upload for each child. The management of the two classes combined while this process took place was an issue.
- The co-ordination of the six ipads, as the two classes began to use the technology to assist documentation of learning. You really need the technology close to you so it can be pulled into the learning throughout the day. True authentic integration and use making it accessible to all learners requires more devices.

Challenges continued

- As our project progressed, the two classes were using the devices for different purposes. It was hard to share the devices as we typically do the Language Arts parts of our day in the morning.
- Need more contact with others involved in projects. Skype meetings would be useful to talk about apps that we are using, glitches and how to problem solve. Yammer is not useful for this.
- Investment of time in terms of the teacher to upload all of the learning objects and if there hadn't been a student teacher available in the room to help support the uploading it would have been very difficult.

Challenges continued

- Kidblog has been a great tool for communicating the learning of my students with them and on my own. I am concerned about what to do with this great documentation now that the year is ending. I would like to transfer it for each child. What platform and where to now?
- We attended an amazing meeting in Courtney where teachers shared what they are doing for e portfolios and how they manage them. What will this look like in our district? Provincially? My B.C.Ed. possible platform for this?



Next Steps

- Investigate sources of funding to get more devices.
- Continue, and expand, the use of Kidblog as a teacher tool to communicate classroom learning with parents.
- Investigate other platforms for storing and accumulating the evidence of learning that is gathered each year through the kidblog and Apps in order for reporting to become a continuum instead of a prescribed three times a year event.



Next Steps

- Continue to build a mid-island PLC to work with e-portfolios.
- Volunteer on the local district Assessment Committee to investigate and find an e-portfolio platform.
- Share our knowledge with school staff.

Advice

- Having a regularly scheduled conference skype meeting with other participants in B.C. to share successes and challenges. We did not find Yammer to be a useful tool for this purpose.
- Carefully assess the amount of technology needed to adequately implement a project.
- Find ways of including extra knowledgeable adults (student teachers) who are able to share their expertise and provide the extra support needed.

Advice

- Flexibility from SET B.C. to exchange equipment as the project unfolds. (apple tv was not installed, and the existing ones did not work well in our school. Adapters would have been far more useful).
- Ensure these technology projects continue to be offered to schools to provide this valuable opportunity to support student and teacher learning.



Project sharing

- Networking with SD 71 and SD 69 sharing e-portfolios on March 12th
- Project updates and app sharing at staff meetings
- Attended a District Growth Plan Board meeting and shared with trustees and other schools
- Canadian Assessment For Learning Network conference on April 9th

E-Portfolio sqworl



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E-Portfolios / Digital Portfolios by iron



educatorstechnology
EducationTechnology Mobile Learning Eportfolio collection



edutopia
portfolios defining your needs guiding questions



google
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slideshare
Beginning portfolios slide share presentation



edsurge
on Digital Learning Portfolios in the Classroom



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educatorstechnology
4 apps to create digital portfolios



readingbyexample
iOS apps to develop and sustain portfolios



teachthought
8 tools to create digital portfolios



educatorstechnology
Tips and tools for creating digital portfolios



planetnetwork
DigitalPortfolios for Primary



electronicportfolios
portfolios frequently asked questions

<https://sqworl.com/fai27d>





School District 69











THIS IS OUR BEAR PROJECT.



MESOPOTAMIAN INNOVATIONS



WHEN THE WHEEL WAS FIRST INVENTED, THE MESOPOTAMIANS WERE THE FIRST TO USE IT. THE WHEEL CHANGED HUMAN DEVELOPMENT AND CIVILIZATION. IT WAS USED TO PULL CHARIOTS, DRIVE WAGONS AND ALSO FOR POTTERY. THE WAGONS AND CHARIOTS WERE USED TO TRANSPORT FOOD AND GOODS AS WELL .

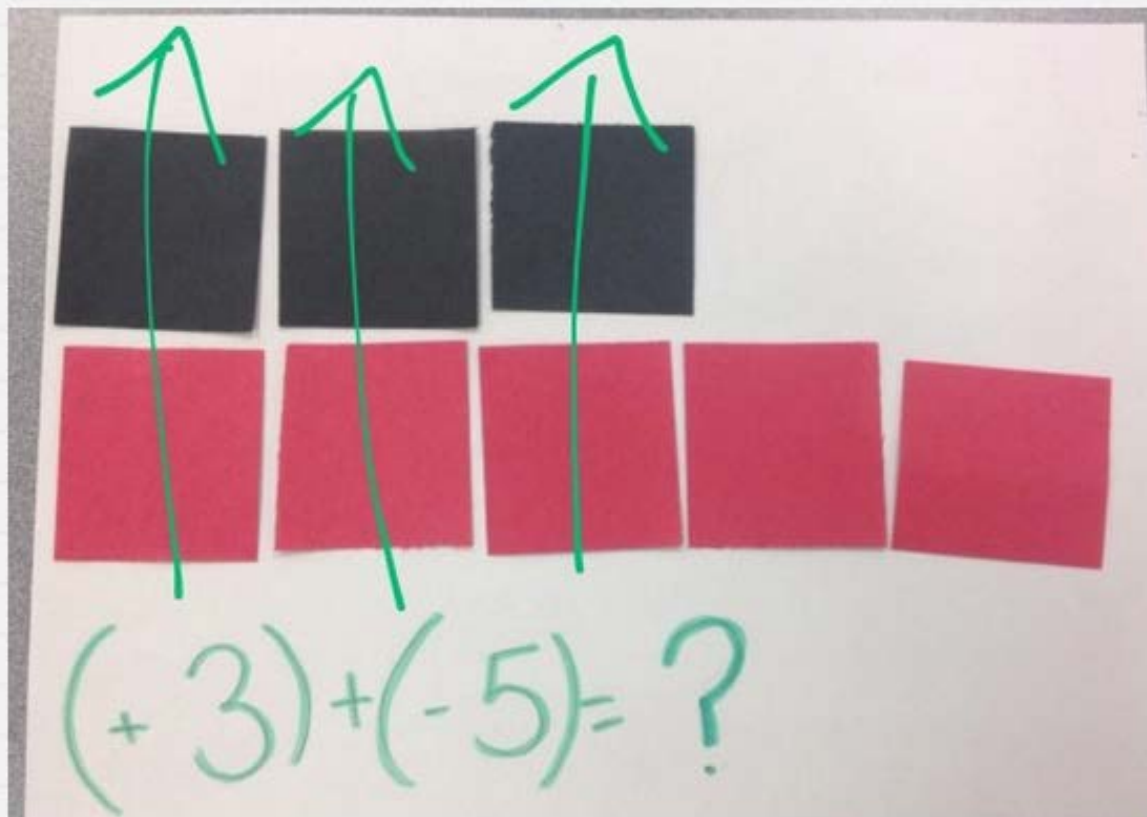


THE MESOPOTAMIANS WERE THE FIRST TO DEVELOP A WRITTEN LANGUAGE. THIS WRITTEN LANGUAGE HELPED TO KEEP TRACK OF TRADE AND OTHER IMPORTANT CONCEPTS. EDUCATION, HISTORY AND LITERATURE WERE SOME OF THE ADVANTAGES TOWARD THIS WRITTEN LANGUAGE. THE SUMERIANS CALLED IT CUNEIFORM.

PirCollAGE

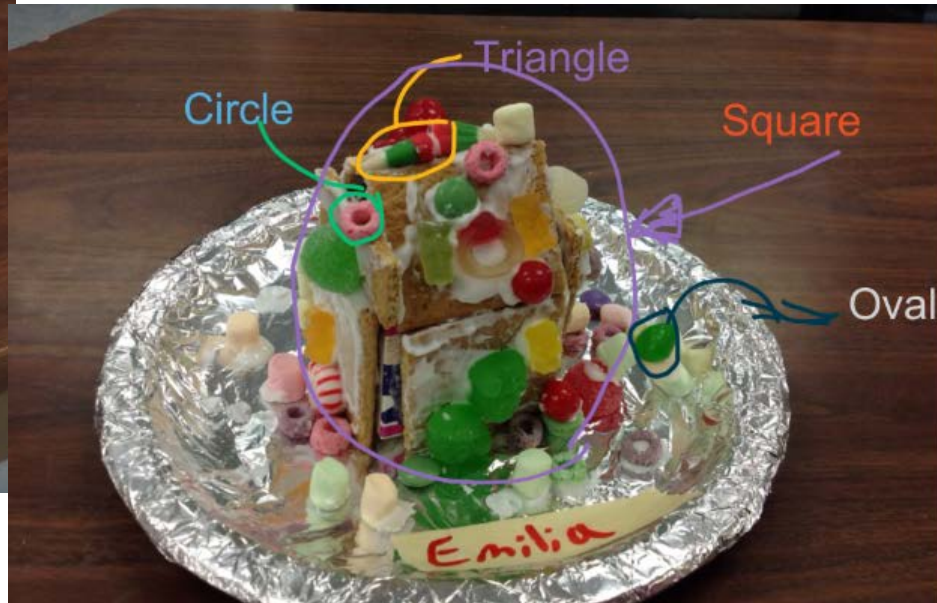
best two innovation.

this is a post about Mesopotamia and the



What I have made

here is an integer model. This integer model shows the equation $(+3) + (-5) = ?$ Now to solve this problem we first need to make zero pairs. In the model you can see I've crossed out the three black tiles that were over the three red tiles because $(-1) + (+1) = 0$ or 0 pairs so this means that $(-3) + (+3) =$ again equals 0 or 0 pairs. So if we take away the three black tiles and the three red tiles what do we have left? We would have -2 as our final answer. This means that $(+3) + (-5) = -2$.



Yesterday we worked with our little buddies making gingerbread houses and doing an iPad interview, with J and M.M created a fantastic pretzel fence around the square house. For the iPad interview we used a app called Educreations, on the app you can take pictures and circle shapes that you find. We noticed that there were lots of circles on our spectacular gingerbread house.

