

LearnCanada

Instructional Design

Quarterly Report

April 1, 2001

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The purpose of this report is to summarize the Instructional Design activities, milestones and barriers that have been met in the second quarter (January to March 2001) of the LearnCanada Project.

1.0 Overview of Second Quarter Activities

In the second quarter, activities have concentrated on the areas of developing project based learning projects and teacher collaboration using the broadband medium. As well, we have begun our work on testing the tools that have been developed by the Multimedia component of the LearnCanada Project.

2.0 “Implementing The Plan” for Instructional Design –November 2000

The ID team members at the Ottawa retreat, and through follow up meetings, developed the following plan for the ID component. The statements under “meeting objectives” will be updated each quarter to indicate and track the accomplishments of the ID component.

2.1 Instructional Design Objectives

The three objectives for the Instructional Design (ID) component of LearnCanada involve the acquisition of specific professional skills and the evaluation of supporting technologies.

- 2.1.1** Objective 1: Through participating in the LearnCanada project, the teachers will acquire skills and methodology for using project based learning (PBL) as a teaching strategy in their practice.
- 2.1.2** Objective 2: Within the LearnCanada project the teachers will adopt a collaborative approach to professional development.
- 2.1.3** Objective 3: The LearnCanada teachers will evaluate the broadband network and software tools as a medium for collaborative professional development.

2.2 Meeting and Evaluating our Objectives

The objectives will be met in collaboration with the six participating school board members of the Instructional Design (ID) team. Each objective, the tasks associated with accomplishing the objective, and evaluation criterion are outlined in this section.

2.2.1 Meeting Objective 1

Objective 1: *Through participating in the LearnCanada project, the teachers will acquire skills and methodology for using project based learning as a teaching strategy in their practice.*

- A.** The ID team will discuss PBL and exchange information and ideas with peers and experts.
 - a.** December 14, 2000 event “Rubrics for Teacher and Student Behavior,” session coordinated by OCDSB. Teachers discussed issues and came to consensus about what project based learning looks like. Teachers collaborated on the development of a joint rubric for teachers and students.
 - b.** February 8, 2001 event “Student Evaluation Rubrics on Cross Curricular Projects Involving Water”. Event hosted by AEDSB. Teachers collaborated on the development of a rubric for working on projects relating to water.
 - c.** February 22, 2001 event “Capture and Annotation of Video Clips.” Hosted by Martin Brooks from the NRC and OCDSB. Teachers created a list of elements of project based learning that they would capture by the use of video cameras and demonstrate different aspects of project based learning to the other teachers in the project.

2.2.2 Objective 1: Evaluation

Indicators of Success:

- A.** The LearnCanada teachers indicate (via formal and informal evaluation) that they are:
 - a.** Acquiring new knowledge about PBL.
 - b.** Able to demonstrate some PBL methods in their teaching practice.
 - c.** Able to plan, implement and evaluate a PBL project within their teaching practice.
- B.** Instructional Design members are able to demonstrate their PBL skills through.
 - a.** Sharing their knowledge and experiences with other ID team member during online events.
 - b.** Sharing video clips of their PBL activities and/or outcomes.

2.2.3 Meeting Objective 2

Objective 2: *Within the LearnCanada project the teachers will adopt a collaborative approach to professional development.*

- A. The teachers will participate in regularly scheduled large group online PD events.
 - a. January 25, 2001 “FOCUS Meeting” Teachers from TDSB, CSCV, EPS (host) and AEDSB collaborated in a “Focus on Community Connections” project.
- B. Theme and PBL projects will be identified and implemented by the ID team.
 - a. The ID Team has identified project based learning projects that include collaborative groups from a number of sites. Some of the projects identified include:
 - FOCUS- a project focusing on bringing the community into the school.
 - Water- Projects involving water.
 - Music
- C. Teachers will have the opportunity to share information, practice and resources with other members through online events.
- D. Teachers will have the opportunity to participate in small group online PD sessions.
- E. Secondary tools such as email will also be used to facilitate collaboration.

2.2.4 Objective 2: Evaluation

Indicators of Success:

- A. The LearnCanada teachers are:
 - a. participating in large group online events (providing feedback on evaluation forms and in attendance)
 - b. collaborating on identifying a common theme and PBL project ideas
 - c. discussing and sharing information, practice and resources with other team members through online event and/or secondary tools
 - d. participating in small group online events

2.2.5 Meeting Objective 3

Objective 3: *The LearnCanada teachers will evaluate the broadband network and software tools as a medium for collaborative professional development.*

- A. The LearnCanada teachers will act as a focus group for the technical evaluation of the broadband medium and supporting tools.
 - a. February 22, 2001, Teachers received training and provided feedback to the Multimedia component on the software tools developed for the capture and annotation of video clips. Teachers worked with the developers and provided instant feedback, as well as, completing an online survey, which captured their evaluation and ideas for modification.
- B. Teachers will provide technical feedback through:
 - a. Joint large group online sessions
 - b. Formal and informal evaluation tools

2.2.6 Objective 3 Evaluation

Indicators of Success:

- A. The LearnCanada teachers are providing the necessary technical feedback as indicated by the Infrastructure, Multimedia and Evaluation team leads.
 - a. The ID team members are “driving the process” of creating, modifying and evaluating the supporting technological tools.

3.0 Instructional Design: Milestones

The following is a list of Instructional Design milestones as identified in the LearnCanada contract.

3.1 Phase I - Requirements Definition

- A. Teacher team selections, orientation and team building sessions
- B. Professional development training session(s) on Project Based Learning (PBL)
- C. Collection and assessment of supporting professional development resources
- D. Identification of PBL projects

3.2 Phase II - Development

- A. Support software development team in defining software requirements
- B. Assessment of existing professional development multimedia content
- C. Development of PBL resources
- D. Support external evaluator in data collection for program evaluation

3.3 Phase III – Deployment and Evaluation

- A. Provide feedback to Infrastructure and Software/Multimedia teams on field trials
- B. Implementation of PBL projects
- C. Presentation at PD days
- D. Participate and contribute to national and international broadband K-12 professional
- E. Write final report and present at national and/or international conference

4.0 Summary of Instructional Design Activities for Quarter 2 (January – March 2001)

The ID activities in the second quarter of the LearnCanada project are focused on completion of Phase I - Requirements Definition and work in Phase 2 - Development. These tasks involve the identification of project based learning projects , preparation for project based learning implementation, developing a project based learning methodology, developing project based learning resources, supporting the software development team in defining software requirements and collecting feedback from teachers in support of the external evaluation and research component. Descriptions of PBL projects are included in Appendix C: PBL Project Descriptions. Major activities for this quarter include: planning online events, developing resources and organization of ID team members and project based learning projects. An itemized account of ID activities is included in Appendix A: ID Task List.

4.1 Milestones Achieved in Quarter 2

- 4.1.1 Team Building.** The six participating school boards have identified their participating teachers and lead contact for ID. The ID team is complete. Teachers are “getting to know each other” by participating in several online events. Some teachers have formed smaller collaborative groups. A number of team members have developed an “Yahoo Groups” site for further collaboration.
- 4.1.2 Collection of Resources.** Each ID team member has contributed URL’s and other documentation supporting project based learning. Members continue to share resources such as URLs, research links and documents, and examples of PBL projects. As well members have developed a series of evaluation rubrics to be used in project based learning projects and are now beginning to collect video assets that represent different aspects of project based learning to be shared with the project members.
- 4.1.3 Ottawa Retreat.** The Ottawa retreat was a key ID event for this quarter. At this two-day retreat the teachers and school board members collaborated on developing “the Plan” for ID (see section 3.0). The ID team received / shared information on Project Based Learning and began the work on developing a series of collaborative PBL projects. The retreat provided an opportunity to set timelines and dates for online events.

Further to the retreat, the planning continues through bimonthly ID Lead planning meetings (via conference call), site meetings and online events.

4.1.4 Identification of PBL projects. As the result of collaboration the ID team has identified several collaborative projects. Some of these projects include:

- **FOCUS** –A cross-curricular project aimed at examining and making connections with our communities. There are members from three school boards (EPS, TDSB, and CSCV) involved in the project.
- **Our Resources: Water** – Another cross-curricular project examining specific cultural as well as scientific issues surrounding Canadian water. To date there are three school boards involved in this project (AEDSB, KPRDSB, CSCV).
- **Sounds and Images of Canada** –A project in which teachers will collaborate with experts on music composition, on conducting composition and the development of a sound and visual collage. There are three school boards involved in this project, as well as, associate members from the NAC and Finland

4.1.5 Professional Development Events (CA*Net3 Online Events). In this second quarter the ID team has delivered four online PD events. These events are described in the following section.

4.1.6 Evaluation. The ID team, in collaboration with the Research and Evaluation team, has developed and implemented evaluation surveys for each online event. The purpose of these ID surveys is to collect feedback from our participants in order to make any necessary modifications, or validate that we are on track, in our planning of future events. Bimonthly ID meetings are used to discuss and resolve issues as they arise. The Research and Evaluation component have collected ID evaluation data.

5.0 Summary of Large and Small Group Online Events

All of the six LearnCanada school boards participated in the following events.

5.1 FOCUS Group Session –January 25, 2001

Focus group met to continue their work in developing cross-curricular classroom strategies around the theme of “Getting to Know Our Community”, from the point of view of students studying science, English multimedia, art and music. Timelines for project goals were established and curriculum-teaching partners have been identified in Ottawa and Edmonton. Teachers discussed methodology regarding introducing project based learning in their classrooms and discussed the use of video and computer technology within the FOCUS project. Participants in this session were TDSB, CSCV, AEDSB and EPS.

5.2 The Water Projects- Teachers collaborated in the development of a number of smaller/sub projects under the larger heading of water. Teachers from EPS, CSCV and AEDSB created an evaluation rubric for use in water related projects.

5.3 Capture and Annotation of Video Clips (February 22, 2001)

Teachers discussed the capture and annotation of video clips to describe the aspects of project based learning. Working with the multimedia developers from the NRC, teachers were given a demonstration of the prototype software; teachers then tested the software and provided the developers with instant feedback online. Teachers then participated in an online survey.

5.3.1 Ideas for Capture of Video

Group members shared several ideas and it was discussed that teachers could select one aspect of project based learning that they wanted to highlight –either to demonstrate best practice or to get suggestions on alternative techniques. The list below was created during this event to demonstrate the possible aspects of PBL that could be captured as part of a “storyline on PBL”:

- Storyline of video clips
 1. Begin with the initial consultation/collaboration between teachers. Shots of teacher planning meetings, etc. (includes small group events on CANet)
 2. Shot of teacher in the classroom doing initial lesson, focusing on motivation/inspiration of students. Include explanation of rubric.
 3. Student reflection on the initial lesson (interviews)
 4. Teacher reflection on how the group work is set up. Teachers reflect on their performance and the performance of the group as time goes on.
 5. Capture first five minutes of class – what does this time frame look like during project work.
 6. Student group work (small group work)
 7. Student reflection on the research/small group work
 8. Shot of final products (celebration)
 9. Negotiation of mark based on rubric
 10. Student interview on the process
 11. Teacher interview on the process
 12. Ensure that failures also exist (negative examples)
 13. Expertise in research – how do you incorporate academic expertise in classroom projects

5.4 Sounds and Images of Canada (March 7, 2001) Music and arts project involving EPS, OCDSB, AEDSB, Newfoundland, Finland and the National Arts Centre. This project involves developing a methodology for music composition and conducting, as well as, complementary visual arts presentations. Teachers discussed how to involve students in the creative process and how to create a cross-curricular collaborative project involving music and arts.

6.0 Challenges

6.1 Facing circumstances beyond our control

This continues to be an issue in quarter 2. Some ID team members are caught in a politically difficult situation relating to labor actions or conditions within their province. These members continue to participate in the LearnCanada project voluntarily. Further labor action may impact the ability of certain school boards to participate in the project.

6.1.1 Some participating school boards have indicated that it is becoming very difficult to get coverage because there is a shortage of substitute teachers in some areas. There is a shortage of administrators as well, so it's difficult to get the classes covered and it's difficult to find supply teachers.

6.2 Connectivity Issues

Connectivity issues still remain our top concern for the second quarter. There are two school boards directly connected to CA*Net3. The other school boards are required to travel to another location in order to participate in the online events. We hope that all school boards are connected in quarter 2.

6.3 Technical Barriers

There are some technical issues, as identified by ID team members that are barriers to collaboration. These include:

6.3.1 The importance of excellent audio transmission.

It is apparent that meaningful collaboration between ID team members is hampered when the flow of conversation is interrupted with microphone use issues, signal break up and / or poor sound. In the second quarter the ID team will work with the Infrastructure component in attempt to resolve these issues.

6.3.2 The need for collaboration tools.

ID team members have indicated a strong need for the development or improvement of collaboration tools. Tools such as a shared text feature for the creation of documents during online events, a collaborative website with functions similar to egroups, and the ability to create annotated video clips to share during events and store on a project web site are needed. The ID team will collaborate with the other components in the development of these tools.

6.3.3 The technology is not “Plug and Play”

This technology is very time consuming. The equipment to facilitate these events requires a high level of technical expertise and at this point in time it is not something teachers could do on their own.

6.3.4 Other challenges

Other challenges are time zone differences and language barriers.

7.0 On Track: The ID timeline

At the end of the second quarter, the ID team has completed the prescribed tasks (as per the ID Task List / timeline) for Phase 1 and some of the tasks within Phase 2. The tasks that are (100%) complete include:

- I.D. Component Design
- Orientation and Team Forming
- Verification of focus, tasks and timelines
- Retreat
- Retreat records and resources
- First Quarter meetings
- First Quarter online events
- First Quarter teacher coordination
- First Quarter reports
- Second Quarter meetings
- Second Quarter online events
- Second Quarter events

8.0 A Look at the Next Quarter

At this point the Instructional Design component has met the milestones and deliverables associated with quarter 2. The ID team is progressing into Phase 2. The activities in Phase 2 will involve collaboration with other components and continue to work with the multimedia component to develop software and multimedia tools. As well, the ID team will be working on implementing project based learning projects in the classroom and sharing results, video clips and resources during continued large and small group online events.

Appendix A: Instructional Design Task List

Task #	Task Description	# Days	Start Date	End Date	% Complete
2.0	LearnCanada - Instructional Design	2410	Fri 9/15/00	Mon 2/25/02	30%
2.1	Phase 1 - Orientation and Team Formation	520	Fri 9/15/00	Fri 12/8/00	
2.1.1	I.D. Component Design	5	Fri 9/15/00	Thu 9/21/00	100%

2.1.2	Verification of Focus, Tasks and Timelines	11	Fri 9/22/00	Wed11/1/00	100%
2.1.3	Creation of Records and Resources	12	Mon 9/25/00	Wed1/31/02	70%
2.1.4	Event planning	160	Mon 9/15/00	Wed1/31/02	32%
2.1.5	Teacher coordination	139	Mon 9/15/00	Wed1/31/02	45%
2.1.6	Monthly Meetings	21	Mon 11/1/00	Fri 3/30/02	35%
2.1.6.1	November 1, 2000	1	Mon 11/1/00	Mon 11/1/00	100%
2.1.6.2	November 15, 2000	1	15/11/00	15/11/00	100%
2.1.6.3	December 1, 2000	1	01/12/00	01/12/00	100%
2.1.6.4	December 15, 2000	1	15/12/00	15/12/00	100%
2.1.6.5	January 15, 2001	1	15/01/01	15/01/01	100%
2.1.6.6	February 2, 2001	1	02/02/01	02/02/01	100%
2.1.6.7	February 16, 2001	1	16/02/01	16/02/01	100%
2.1.6.8	March 2, 2001	1	02/03/01	02/03/01	100%
2.1.6.9	April 6, 2001	1	06/04/01	06/04/01	0%
2.1.6.10	Meetings as needed (1/month)	12	01/05/01	30/03/02	0%
2.1.7	Organization of Project Development	66	Mon 10/9/00	Fri 1/30/01	85%
2.1.8	Collection of Resources	36	Mon 11/6/00	30/03/01	70%
2.1.9	Identification of Project-based learning Projects	40	Mon 12/4/00	Fri 1/30/01	95%
2.1.10	Ottawa Retreat	30	Thu 10/12/00	Fri 10/13/00	100%
2.2	Phase 2 - Requirement Definition and Development	1286	Fri 9/15/00	Thu 9/13/01	
2.2.1	Definition of Software Requirements	6	Fri 9/15/00	30/01/01	20%
2.2.2	Assessment of Existing Content	6	Fri 9/22/00	15/02/01	20%
2.2.3	Develop PBL Projects	672	15/09/00	15/10/02	30%
2.2.4	Conferences and Reports Sept 2000-June 2001	368	Mon 10/30/00	Mon 4/23/01	
2.2.4.1	On-line Conference #1	30	Mon 10/30/00	Mon 10/30/00	100%
2.2.4.2	Small Group On-line	1	Thu 11/16/00	Thu 11/16/00	100%
2.2.4.3	Small Group On-line	1	Thu 12/7/00	Thu 12/7/00	100%
2.2.4.4	On-line Conference #2	30	Thu 11/30/00	Thu 11/30/00	100%
2.2.4.5	Lead Report #1 Due	1	Fri 12/1/00	Fri 12/1/00	100%
2.2.4.6	On-line Conference #3	30	Thu 12/14/00	Thu 12/14/00	100%
2.2.4.7	Lead Report #2 Due	1	Fri 12/22/00	Fri 12/22/00	100%

2.2.4.8	Small Group on-line	1	Thu 1/18/01	Thu 1/18/01	100%
2.2.4.9	Small Group on-line	1	Thu 1/25/01	Thu 1/25/01	100%
2.2.4.10	Lead Report #3 due	1	Wed 1/31/01	Wed 1/31/01	100%
2.2.4.11	On-line Conference #4	30	Thu 2/8/01	Thu 2/8/01	100%
2.2.4.12	Small Group on-line	1	Thu 2/15/01	Thu 2/15/01	100%
2.2.4.13	Lead Report #4 Due	1	Wed 2/28/01	Wed 2/28/01	100%
2.2.4.14	On-line Conference #5	30	Thu 4/5/01	Thu 4/5/01	0%
2.2.4.15	Small Group on-line	1	Thu 3/15/01	Thu 3/15/01	0%
2.2.4.16	Lead Report #5 Due	1	Fri 3/30/01	Fri 3/30/01	100%
2.2.4.17	On-line Conference #6	30	Thu 4/5/01	Thu 4/5/01	0%
2.2.4.18	Small Group on-line	1	Thu 4/19/01	Thu 4/19/01	0%
2.2.4.19	Lead Report #7 due	30	Fri 4/20/01	Fri 4/20/01	0%
2.2.4.20	Conferences and Reports Sept 2001-Jan 2002	146	Mon 4/23/01	Mon 4/23/01	
2.2.5	Program Evaluation	42	Wed 11/1/00	Thu 9/13/01	20%
2.2.6	CA*Net Conference: Inf / MM Focus Group	36	02/22/2001	02/22/2001	25%
2.2.7	Evaluation/Modification of PBL Projects	156	01/03/01	01/03/01	0%
2.3	Phase 3 - Deployment and Evaluation	476	Thu 9/13/01	Fri 12/28/01	
2.3.1	Modification of Objects	132	Thu 9/13/01	Thu 10/11/01	0%
2.3.2	Implementation of Projects	190	Thu 10/11/01	Thu 11/22/01	10%
2.3.3	Presentations- PD Day	12	Thu 11/22/01	Fri 11/23/01	0%
2.3.4	Presentations to Other Groups	26	Fri 11/23/01	Fri 12/7/01	10%
2.3.5	CA*Net Conference/Outreach Efforts/Feedback	40	Fri 12/7/01	Fri 12/14/01	0%
2.3.6	CA*Net Conference Evaluation of Infrastructure/Software	40	Fri 12/14/01	Fri 12/21/01	0%
2.3.7	Testing of Final Products	36	Fri 12/21/01	Fri 12/28/01	0%
2.4	Phase 4 - Promotion/ Expansion Activities and Management	128	Mon 10/1/01	Wed 2/20/02	0%
2.4.1	National Conference	42	Mon 10/1/01	Fri 10/5/01	0%
2.4.2	International Conference	42	Thu 2/14/02	Wed 2/20/02	0%
2.4.2.1	International Conference Report Preparation	0	Thu 2/14/02	Wed 2/20/02	0%
2.4.2.2	Conference delivery of Report	0	Wed 2/20/02	Wed 2/20/02	0%

2.5	Project Management	44	Mon 9/18/00	Mon 2/25/02	0%
2.5.1	Project Management	1	Mon 9/18/00	Mon 9/18/00	0%
2.5.2	Project Management	1	Mon 10/9/00	Mon 10/9/00	0%
2.5.3	Project Management	1	Mon 10/30/00	Mon 10/30/00	0%
2.5.4	Project Management	1	Mon 11/20/00	Mon 11/20/00	0%
2.5.5	Project Management	1	Mon 12/11/00	Mon 12/11/00	0%
2.5.6	Project Management	1	Mon 1/1/01	Mon 1/1/01	100%
2.5.7	Project Management	1	Mon 1/22/01	Mon 1/22/01	100%
2.5.8	Project Management	1	Mon 2/12/01	Mon 2/12/01	100%
2.5.9	Project Management	1	Mon 3/5/01	Mon 3/5/01	100%
2.5.10	Project Management	1	Mon 3/26/01	Mon 3/26/01	100%
2.5.11	Project Management	1	Mon 4/16/01	Mon 4/16/01	0%
2.5.12	Project Management	1	Mon 5/7/01	Mon 5/7/01	0%
2.5.13	Project Management	1	Mon 5/28/01	Mon 5/28/01	0%
2.5.14	Project Management	1	Mon 6/18/01	Mon 6/18/01	0%
2.5.15	Project Management	1	Mon 7/9/01	Mon 7/9/01	0%
2.5.16	Project Management	1	Mon 7/30/01	Mon 7/30/01	0%
2.5.17	Project Management	1	Mon 8/20/01	Mon 8/20/01	0%
2.5.18	Project Management	1	Mon 9/10/01	Mon 9/10/01	0%
2.5.19	Project Management	1	Mon 10/1/01	Mon 10/1/01	0%
2.5.20	Project Management	1	Mon 10/22/01	Mon 10/22/01	0%
2.5.21	Project Management	1	Mon 11/12/01	Mon 11/12/01	0%
2.5.22	Project Management	1	Mon 12/3/01	Mon 12/3/01	0%
2.5.23	Project Management	1	Mon 12/24/01	Mon 12/24/01	0%
2.5.24	Project Management	1	Mon 1/14/02	Mon 1/14/02	0%
2.5.25	Project Management	1	Mon 2/4/02	Mon 2/4/02	0%
2.5.26	Project Management	1	Mon 2/25/02	Mon 2/25/02	0%

Appendix B: Monthly Reports by School Board

TDSB

**LearnCanada: Instructional Design
Monthly Report
Toronto District School Board
For Activities in January 2001**

1. Activities Update

a. List of deliverable and milestones that have been met:

- i. **2.2.1 Definition of Software Requirements:** Began discussion and definition of the software to be used for the creation of digitized video content.
- ii. **2.2.3 Develop PBL Projects:** TDSB lead and teachers continued to develop the PBL project
- iii. **2.2.4 Conferences and Reports:** Lead participated in teleconferences on Jan 23 and Jan 30. Teachers participated in a LearnCanada FOCUS event on January 25th

b. The status of teacher activities

- i. **PBL Module development:** Continue to develop PBL module
- ii. **Collaborative activities (online interactions/conferences):** Small group session on Jan 25th
- iii. **Outreach Activities:** LearnCanada mentioned at the International Congress of School Effectiveness and Improvement Conference, Jan 5-8, 2001

2. Identify Areas of Question or Concern

- i. TDSB labour issues continue to impact project
- ii. Technology is not 'plug and play' – very time consuming

OCDSB

**LearnCanada: Instructional Design
Monthly Report
Ottawa-Carleton District School Board
For Activities in December 2000-January 2001**

1. Activities Update:

a. List of deliverables and milestones that have been met:

- **2.1.2 Verification of Focus,** Regular contact between teachers and the site lead for ID are ongoing to help ensure that the project remains focused.

- **2.1.3 Creation of records and resources:**
 - i. OCDSB created and shared a series of rubrics. They were focused on Teacher and Student behaviors in PBL environments.
 - ii. OCDSB helped other sites (through and online session) discuss these same issues and attempt to come to a consensus about "what PBL looks like".
- **2.1.4 Event Planning:**
 - i. Dec 14th Event: Rubrics for Teacher and Student Behavior
- **2.1.5 Teacher Coordination:**
 - i. The OCDSB was involved in a Virtual Classroom event in January. This event helped raise awareness of CA*Net and its possibilities in our schools.
- **2.1.5.1 Coordination of Events:**
 - i. OCDSB coordinated and facilitated an online session on Dec 14th

b. The status of teacher activities:

i. PBL module development

- PBL project ideas identified:
 - i. Teachers are working to identify units/themes that fit with their Semester 2 courses
 - ii. Virtual Classroom Event ("Water: A Scarce Resource") has lead to Earl of March High Schools selection of this as a possible LearnCanada project focus.

ii. PD activities and suggestions

iv. Resources found: Buck Institute Handbook on PBL

v. Outreach activities: Virtual Classroom event with Stem-Net helped raise profile of LearnCanada/CA*Net in our Board.

2. Identify Areas of Question or Concern.

- more lead time on dates for events is needed by teachers in our Board. Changes to event dates/times are proving to be a major point of frustration.

3. Suggestion for Action.

a. How can the issue be resolved? Better use of a dynamic calendaring system that can be updated/shared more easily than a Word document may be necessary.

4. Other Relevant Information. Technical Issue: OCDSB is still struggling with connectivity and setup issues. Significant hardware compatibility issues have arisen. The OCDSB will be online from at least one school by March 1.

**LearnCanada: Instructional Design
Monthly Report
Avalon East School Board
For Activities in December 2000 and January 2001**

1. Activities Update:

- List of deliverables and milestones that have been met:
 - Continued regular meeting times with Holy Heart teachers albeit several such meetings were postponed due to weather and the January exam schedule
 - Prepared agendas for and administered meetings with Holy Heart teachers
 - Connection up and running as of the week of Jan. 15
 - Participated in online videoconferences Dec. 14, Jan. 18 and 25
 - Dec. 14: representatives from Holy Heart, LearnCanada, and NAC to discuss music project
 - Jan. 18: interacted with students from Earl of March school in Ottawa in a Virtual Classroom presentation for the minister of Industry Canada
 - Jan. 25: met with participants of F.O.C.U.S. group to discuss the progress in their project
 - Participated in biweekly telephone conferences for LearnCanada lead teachers
- The status of teacher activities:
 - PBL module development
 - elaboration of Grade 10 Geography project on the theme of water
 - elaboration of online music project
 - progress made on World Religions project on the theme of water

2. Identify Areas of Question or Concern.

For teachers who are elaborating projects on their own, we need to have a forum to allow them to share their progress with the other teachers in the virtual community and to receive feedback from these same teachers.

Time zone differences continue to present challenges for our virtual community until all schools are connected to the CA*Net3. A start time of 1:00 ET means a start time of 2:30 in Newfoundland, which makes for a late ending of the day.

- a. How can the issue be resolved? Regular online 'sharing' sessions would be useful.

Earlier start times would solve the problem in Newfoundland.

- a. Other Relevant Information.

- None to report

**Learn Canada: Instructional Design Monthly Report
Edmonton Public Schools
For Activities From January to the end of March, 2001**

1. A. **Activities Update: List of deliverables and milestones that have been met:**
 - **2.1.4 Event Planning:** small group sessions (Jan. 25, Feb. 8, Feb. 15, Mar. 7), large group session (Feb. 22), teleconferences (Jan. 19, Feb. 15, Mar 15)
 - **2.1.5 Teacher Coordination:** Site meetings (Jan 15, Feb. 7, Mar. 21)
 - **2.1.9 Identification of PBL Projects:** Renewable Energy (Buxton), FOCUS: (a) History of Canadian Identity (Briggs) (b) Identity Within Community (Briggs) (c) Photographic Perspective of Community (Dendy), Human Trade (Wynn, Briggs), Musical Composition (McNicoll)
- B. **The status of teacher activities:**
 - i. **PBL module development:**
 - Renewable Energy project completed (Dec. 2000)
 - Other projects (as above) planned and about to begin
 - ii. **Collaborative activities (online interactions / conferences):**
 - FOCUS Projects - small group session (Jan. 25)
 - Water Projects - small group session (Feb. 8)
 - Video Clip Creation + Annotation – large group session (Feb. 22)
 - Music Projects - small group session (Mar. 7)
 - iii. **PD activities and suggestions:**
 - iv. **Resources found:**
 - A number of useful web sites have been identified, and posted on the Learn Canada Yahoo Groups (former E groups) site.
 - Colin Ward will provide expertise to assist with the Human Trade project.
 - The University of British Columbia web site will be used for the History of Canadian Identity project.
 - Pinchas Zuckerman has agreed to assist with music projects.

2. Identify Areas of Question or Concern:

- Poor or inconsistent sound during online conferences continues to be a problem. Type of microphone or technique appears critical.
- Lighting quality varies considerably from site to site during online events. Typically it is too dark from some sites.
- The video software (as tested during the Feb. 22 online session) would not work properly within web browsers.
- Teachers participating in scheduled events may have difficulty obtaining supply teachers.
- Some teachers find it difficult to take time away from class, or other duties, to be able to attend meetings or online events.
- Some teachers have lacked the ability, or interest, join up and use the Learn Canada Yahoo Groups site.
- Lack of local accessibility, by some sites, to the broadband connection makes it too difficult to involve members of these sites in more frequent small group or site-to-site online sessions.

3. Suggestion for Action:

- We should take immediate steps to address the lighting and sound issues.
- Learn Canada should have its own portal/repository for easy communication among participants and storage of files, links etc.
- There should be more frequent small group or site-to-site use of the broadband connection, in order to promote cooperative activities, facilitate project work, improve teacher skills with the technology, and maintain teacher interest.
- All sites must have local access to the broadband connection, as well as sufficient release time for their teachers.

KPRDSB

**Learn Canada: Instructional Design Monthly Report
KPRDSB
Second Quarter Report**

4.2.3 Consolidate and/or expand associate partners and contributions (3 days)

Met with TVO to obtain video content for digitization and tagging by LC multimedia group (for possible use in content repository)

Contacted Cisco to discuss IPTV demo equipment for LC

Met with Catherine Henderson, Chair of Steering Committee for Canarie Learn Program, to promote

LC as educational testbed (.5 days)

2.1.4 Event Planning (5 day)

Planned KPR teleconference participation in LC conference
Organized supply coverage for teacher planning of PBL activities
Sent video clips of teacher practice introducing PBL activity by courier to Multimedia group in
Ottawa
Participated in ID, VCD and IPM teleconference calls

2.1.5 Teacher coordination (4 days)

Met with teachers to review projects and PD component
Organized and participated in LC videoconference in Toronto
Researched literature on PD component identified by teachers for PBL activities in the current semester

2.2.4 Develop PBL Resources (30)

Planned PBL activities for coming semester
Wrote description of PBL activities
Arranged for guest speakers
Implemented PBL activities

2.1.8 Collection of Resources (2 days)

Researched articles for PD component of PBL activities

Appendix C: PBL Project Descriptions

Monarch Park F.O.C.U.S. Project Report February 14, 2001

By:
Margaret Smyth
Yvonne Oral
Martin Aller-Stead
Terry Wister

Project Concept

A cross-curricular group of teachers have developed a whole school project involving:

- Developing teacher skills in technology and project based learning
- Developing modules of meaningful community-relevant learning materials
- Collaborating with colleagues from across Canada via broadband and the Learn Canada project to compare strategies, develop materials and evaluate practice

Project Status

Teachers have met learning partners from across Canada via broadband teleconferences and have been introduced to the principles of project based learning through telementors such as Dr. Sugarman and Dr. Blades. Cross-curricular classroom strategies have been developed around the theme of getting to know our community from the point of view of students studying Science, English, Multimedia, Art and Music. Timelines for project goals have been established and curriculum-teaching partners have been identified in Ottawa and Edmonton. Teachers have introduced project based learning into their classrooms and have experimented with the use of video and computer technology.

Next Steps

1. Compare the effectiveness of different subject approaches to the introduction of PBL.
2. Create a video knowledge object for the LearnCanada repository.
3. Consult with learning partners in Ottawa and Edmonton to evaluate and improve practice.
4. Develop a clearer set of project objectives (such as specific modules, teacher evaluation strategies).

International Integrated Arts Project **Theme of Project: The Soul of Our Nations**

Final Product: A Combined Concert, Recital, and Exhibit made possible through Broadband Technology and featuring students from across Canada and Finland. Art streams from both countries' school programs will be featured in the body of the concert through thematically interwoven dances, songs, and artwork. Interspersed throughout the concert will be documentary-style video footage, chronicling the work in schools, takes place in order to create the arts.

The Schools involved will be from:

St-John's	Holy Heart
Ottawa	Earl of March
Edmonton	J. Percy Page
Finland	TBD

Implementation:

To make it easier to understand the overall picture of the project, we have broken it down into its various modules.

Music	<p>Student composition:</p> <ul style="list-style-type: none"> • Senior level students will compose small ensembles for class performance with assistance from professional composers (Composer in residence program at U. of T. is a possible resource). • Senior level students direct junior level students playing their compositions and receive support from the conducting students at Memorial U. • Students discuss composition strategies with participants at other sites using Broadband media (composition software, etc...) <p>Commissioned work:</p> <ul style="list-style-type: none"> • The three participating schools in Canada will commission a three-movement work. This work should be a work in progress that would be refined using student feedback. (Possibly someone associate with the NAC) • The students will give input to the composer using broad band technology • Each of the three movements should reflect the geography of the sites.
Dance	<ul style="list-style-type: none"> • Student lead choreography shared with other dancers (school level or other) • Possible theme: Evolution of Dance Through Time (in Canada)
Visual Arts	<ul style="list-style-type: none"> • Exploration of the theme through various artistic means • Students perfect pieces with input from other sites.
Multi Media	<ul style="list-style-type: none"> • Editing of video clips in order to showcase evolution of modules at the classroom level (documentary format) • Production of CD-ROM/DVD (musical recordings and video)
Integration of Modules	<p>Final product/concert with feature:</p> <ul style="list-style-type: none"> • Student compositions/choreography • Commissioned work • Virtual gallery of art • Keynote speaker (possibly Pinchas Zukerman) on the integration of arts and use of broad band media • Clips of the documentary

LearnCanada
Project Proposal: FOCUS Project Mini-Project
Richard Briggs, Edmonton Public Schools

The FOCUS Project is a collection of smaller projects that have been spread around to Buckingham, Toronto, and Edmonton in order to have students examine the nature of the identity within their community. In Edmonton, I will incorporate two projects within the FOCUS project framework.

The first of these is a Social Studies unit that will have students examine historical elements of Canadian identity and how that identity has been used. Using a website from the University of British Columbia, we will examine several examples of World War II propaganda designed to help the nation overcome its reluctance to join in the war effort. We will examine the specific elements of identity used to “reel” individuals in to the effort through the emotional appeals made on these posters. We will then compare those messages with other messages being sent to us courtesy our governments at various levels. Following an example proposed by the Toronto District School Board, we will be examining pamphlets and other pieces of information presented to the public in order to justify, explain, or encourage involvement in government initiatives. The main question for this project will be, “are there elements of Canadian Society that have been common since World War II?” This project will probably fit best in the late March time frame.

The second project will be introduced into my Career and Life Management class, where we will be completing an introspective examination of our own identities, followed by an examination of how we fit into our surrounding communities. Students will be asked to identify the communities in which they feel a part, and they will be asked to explain their role within those communities. We will examine heroes and villains from a community perspective, and we will examine how that affects us as individuals and as a community. Students will present their ideas using a variety of technologies.

LearnCanada

Project Proposal: Submitted by Todd McNicoll, Music Director J.Percy Page

The impact the global network has on student learning is astounding. It provides students with a direct link to a multitude of cultural, ethnic and philosophical diversities and enables one to share ideas on a grand scale. The correspondence between teachers, students and professionals from across Canada provides a limitless educational resource.

From a performing, video and fine arts perspective the global classroom setting is the perfect venue to explore project-based learning. The resources available greatly enhance creativity and the creative process.

It is my proposal that the students enrolled in the choral and band programs at J. Percy Page explore the “creative process” through music composition. Our collaboration with

Grant Etchagary in Newfoundland and the focus of his students on music interpretation and conducting would be an excellent vehicle to promote such a project. (We could write they could interpret, conduct and perform.)

Starting Points and Ideas on Content

- 1) Develop an understanding of musical themes, motifs, genres etc.
- 2) A Musical Phrase
 - Learn the concepts of melody, using the Dorian Mode.
 - Learn the concepts of chord progressions, harmony and modal mixture
 - Learn the concepts of voice leading and contrapuntal devices.
 - Learn the concepts of rhythmic qualities and contrasts.
 - Learn the concepts of dynamics
- 3) Musical Form
 - Learn the concepts of musical forms through chorales.
 - Apply concepts of modulation to extend musical ideas and development.
- 4) Learn the Concepts of Music Notation.
- 5) Perform and Record

Students will be given the opportunity to research and analyze various types of musical ideas, motifs, themes, forms and genres. It is the intent of this study that students gain an appreciation of the concept that music is an expression of human emotion and is a condition of the human experience.

Project Proposal: Youth Crime

Theme: Youth crime and the transition from the Young Offenders Act to the Youth Criminal Justice Act. Why is the legislation being changed and how does the new legislation address the problem of youth crime?

Final Product:

1. Presentation of a student version of the act to The Honorable Anne McLelland (Minister of Justice) where the minister is brief on the content and results of the students' work.
2. Possibly present during the committee stage of the bill.

Participants:

1. Earl of March SS: grade 11 Law classes (teacher: Dave Taylor)

Open invitation to participate: the extent of participation can be ironed later.

Modules and responsibilities:

History of Youth Crime	<ul style="list-style-type: none"> • Evolution from the Juvenile Delinquency Act to the Young Offenders Act (including 1992 and 1995 amendments), to the Youth Criminal Justice Act.
Objectives of Punishment	<p>Deterrence: both specific and general.</p> <ul style="list-style-type: none"> • Transfer to adult court <p>Rehabilitation: different institutions.</p> <ul style="list-style-type: none"> • Alternative measures • Parole • Probation <p>Victim compensation.</p> <p>Students examine the new proposed legislation to understand how the changes/address the problems.</p>
Public Perception	<ul style="list-style-type: none"> • Society's perceptions of youth, keeping in mind the actual statistics in regards to youth crime. • Recidivism within the statistics.
Public Relations	<p>Survey:</p> <ul style="list-style-type: none"> • Students from across Canada (different regions, different demographics). • Young offenders presently in the system

	Experts: <ul style="list-style-type: none"> • Justice Department: writing legislation. • Lawyers, judges, police officers or youth workers
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Project Proposal: Environmental Law

Theme: It is becoming obvious that environmental laws, or lack there of, are grossly inadequate to deal with the current challenges posed by the state of the environment. Does a real legislative will exist to protect the environment? Does the fact that various jurisdictions are involved in the process make it practically impossible to regulate the environment? What needs to happen and at what level of government?

Final Product:

3. Compare findings with environmental groups.
4. Presentation of a student version of the act to The Honourable David Anderson (Minister of the Environment) where the minister is briefed on the content and results of the students' work.

Participants:

2. Earl of March SS: OAC (grade 13) Law classes (teacher: Brent Darbyson)

Open invitation to participate: the extent of participation can be ironed out later.

Modules and responsibilities:

Environmental Laws	Different levels of government: <ul style="list-style-type: none"> • Municipal, provincial, federal and international History and current laws: <ul style="list-style-type: none"> • Environmental protection (pollution) • Conservation of resources • Animal protection • Fisheries/water management • Waste management
Enforcement	Application of current laws:

	<ul style="list-style-type: none"> • Vagueness of some laws (existing loop-holes) • Lack of staff and resources due to cutbacks. • Lack of legal precedent to establish responsibility.
Attempts to Force Change	<ul style="list-style-type: none"> • New proposed bills and their failures (death of the two Animal Protection bills at the federal level). • Lobby groups (environmental/business). • Sovereignty issues (whether laws respect existing jurisdictions). • Public perception.
Public Relations	Experts: <ul style="list-style-type: none"> • Environmental groups. • Lawyers, judges, environmental inspectors.

Project Proposal: Prominent Personalities

Theme: Prominent personalities who have contributed to the development of our community. Through citizen profiles, we want to reinforce the students' understanding of what is an informed, purposeful and active citizen.

Final Product:

5. Publish the profiles on the Kanata History Timeline website.
6. Official launch (open house style) with the prominent citizens (possibly over the broad band technology).

Participants:

3. Earl of March SS: grade 10 Civics classes (teachers: Nadia Hatley, Janet Scott, Shannon Willies, Greg Scheepers)

Open invitation to participate: the extent of participation can be determined later. Possible link to the FOCUS group?

Modules and responsibilities:

Personality Profiles	Students' responsibilities: <ul style="list-style-type: none"> • Identify a prominent citizen. • Research the career/contributions. • Meet with the citizen (interview). • Prepare profiles (seek approval of citizens).
Public Relations	Planning the Event: <ul style="list-style-type: none"> • Book facilities and equipment. • Contact citizens and media. • Advertise the event at a school level and community level.
	Publishing the Profiles: <ul style="list-style-type: none"> • Creation of web pages and upload to the Kanata History Timeline server. • To facilitate this process, students will make arrangements with the webmaster.
Historical Maps (Evolution of the City)	Evolution of Kanata: <ul style="list-style-type: none"> • Obtain yearly maps of March Township and the city of Kanata. • Digitize maps for web use. • Possible annotation of maps highlighting the growth of our community.

Project Proposal: Canadian Federation

Theme: Many citizens of our country have grown disillusioned with our government system. Discontent with our federation is a force that can no longer be ignored. Alienation and the growing sentiments of separation must be addressed if the Canadian federation is to prosper.

Final Product:

7. Online discussion to understand and respect the regional differences.
8. TBD.

Participants:

4. Earl of March SS: 4 or 5 high achieving grade 10 Civics students (teachers: Nadia Hatley, Janet Scott, Shannon Willies, Greg Scheepers)

Open invitation to participate: ideally we would like a small group from Edmonton, one from Buckingham (students with separatist views), one group from St.-John's and maybe a group from Toronto or Peterborough.

Modules and responsibilities:

Identity	Students' responsibilities: <ul style="list-style-type: none">• How do we identify ourselves?• The role of Canada within our definition of identity.• Learn about Canada: how do the curricula reflect our commonality and differences.• Clearly define our identity.
Understanding Others	Before the Event: <ul style="list-style-type: none">• Research the reasons for the growing discontent.

	<p>At the Event:</p> <ul style="list-style-type: none"> • Share their views on our national identity. • Address issues such as the fairness of our system. • Understand through debate and discussion the regional differences and different needs.
Canada: A Functional Model?	<p>The Future of our Nation:</p> <ul style="list-style-type: none"> • How does the Canadian federation make allowances for regional differences? • Can we find any common ground on which to build a stronger nation? • What types of reforms are needed? • How should the country be remodeled to better reflect the reality of the 21st century?