

Ottawa Region- Managing Information for Student Achievement (MISA)

Collaborative Inquiry 2017-18 FINAL REPORT

HOW DO WE KNOW WE ARE CLOSING THE GAP? PUTTING THE EVIDENCE INTO ACTION

The Ottawa Region MISA Professional Network Centre (PNC) supports local collaborative inquiries (CI) directed at supporting student well-being and achievement. Up to \$10,000 has been used for release time to focus on building teacher and administrator capacity, to study and change pedagogical practices, to bring evidence informed decision making to the classroom, and most importantly, to close the gap in student achievement for those subgroups identified by the Ministry.

All CI teams have been asked to provide evidence to support an inquiry question designed to inform the PNC about factors that contribute to shifts in teacher thinking and practice.

Inquiry teams attended an *Orientation Session on November 15, 2017*, at the Ambassador Hotel in Kingston, and inquiries will be shared regionally with other school boards at a *May 2018 Symposium*.

Please complete and email this Final Report Form, including a scanned page of your Director's signature, to David Fox, MISA PNC Coordinator. Further contact information is found at the end of this document.

COLLABORATIVE INQUIRY FINAL REPORT

A. INQUIRY FOCUS/TITLE: Putting Student Engagement On the Line

B. INQUIRY ALIGNMENT:

Which Ministry area from Achieving Excellence did your inquiry address?

Invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students

What aspect(s) of your School Improvement Plan and/or Local MISA Capacity Building Priority did your inquiry address?

From ALCDSB Improvement Plan - flexible and responsive learning environments are used to support student learning and well-being through innovative and effective teaching and assessment practices.

C. INQUIRY QUESTION(S):

What was the problem of practice for your inquiry? How did you anticipate classroom practice (pedagogy) changing as a result of the inquiry? What questions guided your inquiry?

Feedback from both students and teachers from online courses have described the challenges of engagement in the online environment. As we pilot online courses within our Board this year it is important to collect data and feedback that will help to plan for future online course delivery. What are some of the best practices and technology tools teachers can use to increase student engagement? Does the application of the UDL framework in the design of online courses increase student engagement? These were some of the questions we attempted to answer so that we can improve student achievement in online courses.

D. INQUIRY DESCRIPTION:

Please describe what place during your inquiry?

- **what were the learner needs that led to your inquiry focus?**
- **what were the educator needs that stem from your inquiry?**
- **who participated?**
- **what did you do?**

An anonymous online survey was distributed to all elearning students. We encouraged teachers to make the survey an assignment in their course in order to get maximum participation. The survey was distributed around mid-term. A total of 83 students responded.

The survey was as follows:

- Is this your first elearning course? Yes or No
- Why did you take this course: Couldn't get course in regular school schedule; eLearning provided me with a more flexible schedule; Wanted to avoid a teacher; Thought it would be easier; I have anxiety in face to face environments
- How did you hear about elearning? From a friend; In school course calendar; Took a summer elearning course
- What is one thing your teacher did which you found helpful during this eLearning course?
- Select any of the following options if they were barriers to your learning: There was too much work; I had problems navigating d2l; I could not find a quiet place to work; I did not have a teacher to talk to; I was not interested in the content; This mode of learning did not work for me; I found no barriers to my learning in this format
- Rate the following form of instruction: Read an article or text provided by your teacher
- Rate the following form of instruction: Watch a support video created by your teacher (video tutorial)
- Rate the following form of instruction: Watch an external video provided by your teacher (Youtube, etc)
- Rate the following form of instruction: Game-based learning
- Rate the following form of instruction: Phone conversations or online conferences
- Rate the following form of instruction: Inquiry based Learning
- What advice would you give to a new eLearning student?
- Rate your level of enjoyment in this eLearning class
- Rate your level of enjoyment in your normal face to face classes

As students progress through their online courses it has become evident that there are

obstacles to student engagement. This is obvious through data that includes attrition rates, assignment completion rates and student voice. However, in order to implement change what is the student feedback and changes required to increase student engagement? What specifically are the challenges expressed by the new online teachers who struggle to apply face to face teaching practices to an online environment? Therefore, we will engage students and teachers through online surveys and D2L data tools to gather qualitative and quantitative evidence. Based on student feedback teachers will implement tools and curriculum design (UDL) framework to increase engagement. It is the plan to apply this data and “best practices” in future online course delivery. One of the outcomes of this inquiry will be a product that can be used by teachers as a vehicle for a change in practice.

How did you collect evidence of student growth? (e.g., pedagogical documentation?)

Student surveys were conducted and Maplewood data collected.

How did you incorporate student voice?

Students had open questions on the survey were they were invited to provide input on specific aspects of their learning journey.

E. Final Budget (Financial Statement due no later than Thursday, May 31, 2018)

Item	Budget 10,000	Expensed	Balance
Teacher Release SAL	6860.00	6860.00	0
Teacher Release BEN	640.00	640.00	0
Teacher PD Expenses	2500	2500	0

F. INQUIRY REPORTING

ACTUAL OUTCOMES AND MEASURES

What changes in practice and student achievement resulted from the inquiry? What data/evidence supports these results?

- Only 20% of students have not taken an elearning course in the past
- 69% of students chose to take an elearning course because it was the only course that would fit into their schedules
- Over 60% of students found teacher videos helpful with their course
- Most students found no barriers to their learning and most preferred the online format as compared to inclass

Although the majority of students found success and enjoyed their elearning course we did discover some needed supports for:

Students- contact person in building to provide support, better orientation so expectations are clarified, increase awareness about elearning for parents.

Teachers- networking opportunity to discuss ideas with other elearning teachers, release time for course development and PD, classroom space for that period, online class scheduled with prep period.

Guidance- improved communication pieces, define expectations of students, orientation for guidance staff, PD on technology.

PROCESS:

Did your inquiry change from your original plan? If so, how?

No change except the timing of the survey was moved to mid-term instead of end of course in order to get greater student voice.

LEARNED/PROMISING PRACTICES:

What lessons learned/promising practices have emerged and can be shared?

The following were recommended as next steps:

- Develop a video outlining expectations for parents, students, teachers and guidance.
- Define an elearning support person in each school.
- Define a classroom space for elearning students and teachers.
- Provide PD opportunities for online teachers.

G. SUBMISSION OF FINAL INQUIRY REPORT

Please send the Final Report, to David Fox, MISA PNC Coordinator by email cedarlanesolutions@bell.net no later than Friday, June 29th, 2018.

Name of School/District School Board:

Algonquin and Lakeshore Catholic DSB

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