

reach every student



Blended Learning Pilots Year 1 Report

Summer 2010



www.ontario.ca/elearning



Data Sources

- interim board and teacher reports
- virtual conferences
- Blended Learning Forum
- final board and teacher reports

Participants

Teachers – 64

Students – 1731

Grade 7 – 455

Grade 8 – 379

Grade 9 – 375

Grade 10 - 544

Closing The Gap



Aboriginal/Métis/Inuit

Several of my aboriginal students from small communities noticeably found discussions in class intimidating but they were very comfortable sharing their thoughts when given the time to compose their words in the discussions forum. This sharing on the computer actually had the effect of helping my students learn more about one another than they would have without this opportunity. Students systematically supported and improved upon one another's ideas.

Boys

The boys in my class are all very interested in the Blended Learning program through the LMS. They participate more readily in discussions (than they would through verbal ones). I think they are more engaged with the content as well because I am able to provide them with a wider range of content than we would with simple access to our textbooks. The boys also appear to be more willing to edit their work by sending samples to classmates for comment.

ELL/ESL

The ESL students had no problems completing any of the work or learning from the Content sections in the activities. The blending learning program puts everyone on the same level and provides everyone with the same tools for success.

Parents whose first language is not English can get the information through the LMS and take the time that they need to read and understand it.

Students with IEPs

Gave student with IEP's time to think and reflect; work at their own pace. Special education students have the tools to participate when they are using blended learning. They can find out meanings for words, research, spell check and use other technologies that assist their learning without fear of being ridiculed by peers for asking questions.

Students with IEPs

Special needs students I teach had a huge boost from participating in the blended learning pilot project. In particular, I can think of one autistic student (although initially reluctant to use computers at all) has benefited immensely from using the organization and communication tools within the LMS. Furthermore, he has produced more and better written work than could ever have been imagined prior to participating in the pilot.

Students from Low Income Families

The students in my class who come from low-income have limited exposure to the world outside their small town. The LMS has made it much easier to introduce them to things outside of their world of experience.



Struggling Students

My struggling students significantly benefit from the e-learning project. It is an opportunity for them to explore their learning in a non-threatening environment. Those who are less inclined to speak up in class, offer their insight and opinions more regularly on the Desire site. They are much more motivated as the Internet provides them with endless research opportunities.

Impact on Teachers/Teaching

I really enjoyed the Blended Learning Pilot and found it added profoundly to my ability and my colleagues ability to teach, to differentiate instruction and assessment, and to motivate students. I believe that we could have used so many more tools and content, but we are still at the learning stage of how to integrate the LMS and tools.

Overall, the blended learning pilot has been tremendously beneficial and is profoundly changing my teaching and all the teachers who are involved with this pilot. I look forward to our second year.

Themes That Emerged

interactive environment (engaging/motivational)

increased participation

interaction with peers

decrease in behavioural problems

more likely to ask for help

able to learn at own pace



Themes That Emerged

increased assessment for learning

differentiated instruction

levels the playing field

increased parent participation

growth in teaching practices

LMS and tools improve learning

Themes – Students and Teachers

interactive environment (engaging/motivational)
improved participation
increased interaction with peers
decrease in behavioural problems
more inclined to ask for help
able to learn at own pace
increased assessment for learning
differentiated instruction
benefits for boys, students with exceptionalities, struggling students, ELL learners
increased parent participation
growth in teaching practices
LMS tools and content improve learning

Challenges



Challenges

access to computers at school

professional development/release time

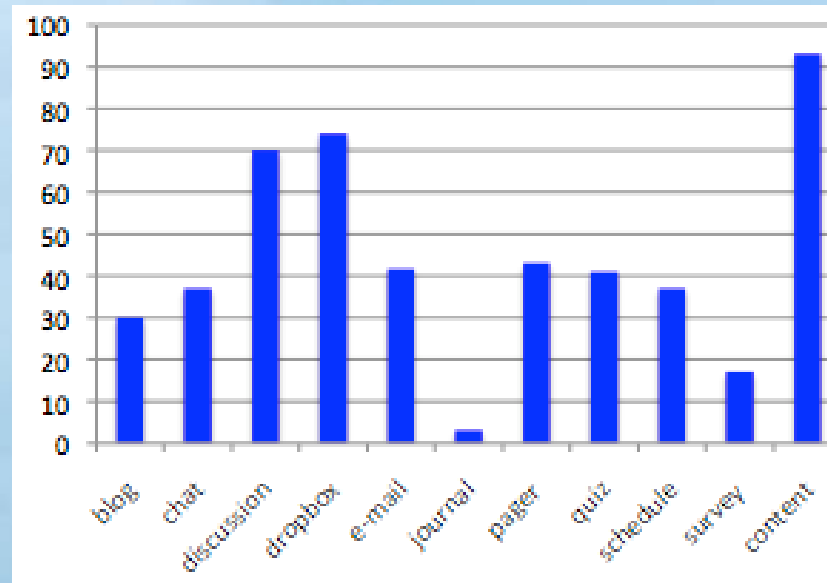
support: IT and pedagogy

content assembly in the LMS (especially elementary teachers)

student access from home

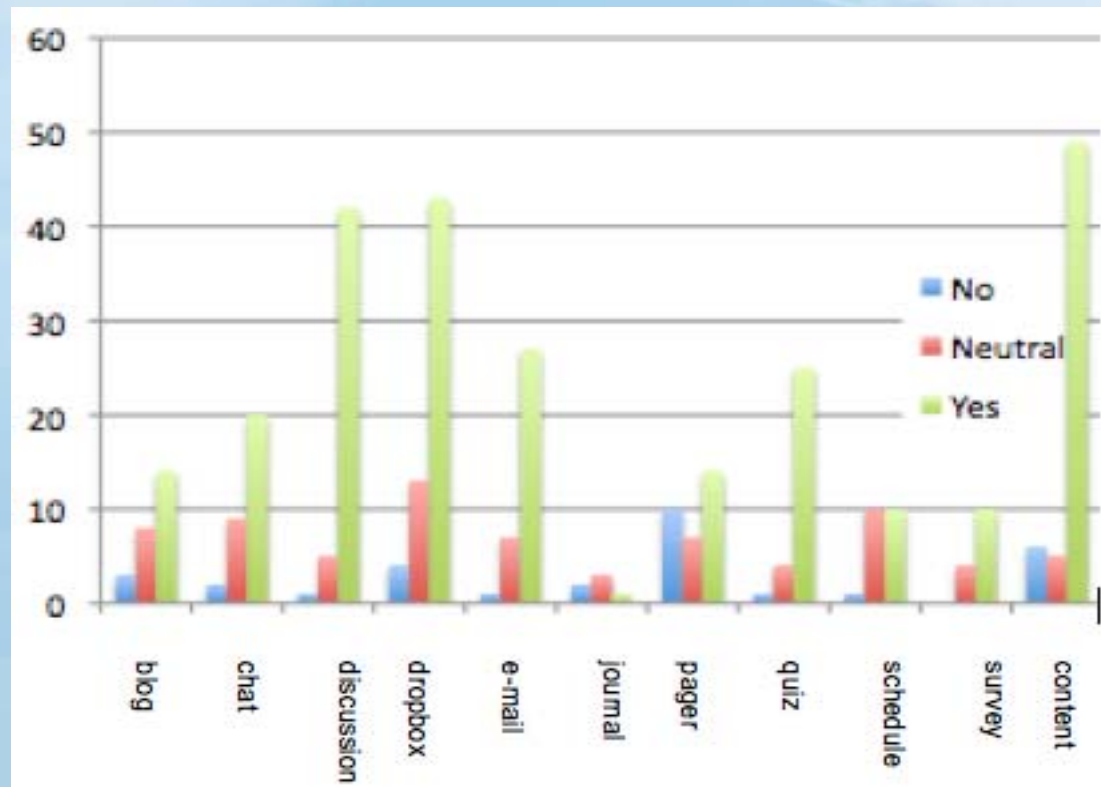
LMS Tools and Use By Teachers

Percentage of Teachers Who Have Used The Tools



LMS Tools and Use By Teachers

Teachers' Response to *Does The Tool Help Improve Learning?*



The Elementary Packages

Students tended to skip the content section and go straight to the Assignments. Even when re-directed they were reluctant to read and or complete Content activities unless they were specifically required as a part of one of the assignments. Perhaps the Assignments need to be embedded in the Content so that students are forced to read or access the content to get to the Assignments.

The Elementary Packages

Activity 7: The Costs and Benefits of Protecting the Environment



Required Reading

Ontario is over one million square kilometres in size, which makes it Canada's second largest province in land area. Within the boundaries of Ontario there are a vast number of different types of ecosystems, ranging from the great boreal forests to the ecosystems of the Great Lakes.

Ontario contains the largest human population of all provinces in Canada. Most of the population is found in Southern Ontario, along the shores of Lake Erie and Lake Ontario. This large population has a big impact on the environment. We often take the natural resources and ecosystems of our province for granted and do not even realize that our daily actions have an impact on the environment around us.



With a large population comes a large amount of waste that is generated each and every day. A huge challenge for cities and towns is how to dispose of this waste. Ontario produces about 3 million tonnes of garbage a year. (Ministry of the Environment, 2010). It is very expensive to collect trash and disposal methods pose risks to the environment.

The best solution is to not create any waste. However, this is not realistic. There are many solutions to handling municipal solid waste. Some of these solutions are landfills, incineration, recycling, and composting.



Interactive Learning Activity

Learn about the different methods of managing municipal waste by completing the interactive activity, *The Garbage Problem* in the Content area.

The Elementary Packages



Did You Know?



Ontario is the birthplace of the Blue Box. This program got its start in Kitchener Ontario, in September 1981.

This Blue Box Program has received international recognition and has been used as a model in many countries around the world.



Required Reading

What is recycling?

Recycling is the reprocessing of materials into new products. It reduces the amount of garbage that we send for disposal. Over 4.8 million households across Ontario have access to a recycling program.

In 2005, the Blue Box program diverted over 860 000 tonnes of useful waste from going to landfills (Ministry of the Environment, 2008).

What can be recycled?

Depending on the municipality that you live in, you may be able to recycle newspapers, cardboard, plastic, aluminum, steel, glass, and polystyrene.

To find out what your household can recycle, read your Blue Box and waste calendar, or call your Municipal government, or visit their website.

The Elementary Packages



Interactive Learning Activity

Help neighbours sort their garbage into recyclables, composting, and hazardous waste in this activity, *Cleaning up our Neighbourhood* in the Content area.



Assignment

Recycling has become a natural thing to do. It makes us feel that we are doing something good for the environment. However, there are some groups out there that believe that recycling is a waste of time. Does putting an emphasis on recycling take away from other strategies such as reducing and reusing? What are the effects of recycling on the environment, on society?

What are the costs and benefits of a recycling program in Ontario?

Your municipal government has asked you to:

- research the impacts that recycling has on the environment and on cities and towns in Ontario
 - make recommendations to your municipal council on the future of recycling
1. Use Internet resources, videos, and learning activities to gather your information. See the **External Links** below for some websites that you may find helpful.
 2. Download the *Plus, Minus, Interesting (PMI)* chart from the Content area and use it to organize your information.

When you have completed your research, take a look at your chart and then make a recommendation on the future of recycling.

Your recommendation will consist of a paragraph with a clear introduction, facts to support your decision, and a conclusion.

The Elementary Packages



External Link

Check out these websites to get your research started.

[Ministry of the Environment](#)

[Environment Canada](#)

[Recycling Council of Ontario](#)

[Stewardship Ontario](#)

Learn about the single stream recycling process in this series of animated videos.

[The Cycle](#)

Is recycling all that it is cracked up to be?...hear a different view.

[Recycling Propaganda](#). (Google videos)

[Blue Box leftovers go to China and back](#). (Toronto Star article)



Discussion

1. Post your recommendation paragraph for the future of recycling in Ontario.
2. Read at least three recommendations from your classmates. Make comments or ask questions of your classmates' recommendations.



THANK YOU