



Our Journey
Through The
TLLP, PKE
And
Beyond



Overview

TLLP - Collaborative Inquiry

PKE - Sharing the Learning

Post TLLP/PKE - What's Next?

Our TLLP Goals

- Providing students with digital tools to enhance collaboration and inquiry in the classroom.
- Directly teaching the use of digital tools.
- Encouraging students to experiment with these digital tools to expand their comfort level and understanding of 21st century learning.
- Committing ourselves to experiment with these digital tools to expand our comfort level and understanding of teaching in a 21st century learning environment.

Why did we choose this focus?

As a teaching team, we are using Google Docs to increase collaboration and inquiry in our classes.

We believe that by giving students tools that allow for collaboration both inside and outside of the classroom, as well as seeing each others contributions in real time, we can create a more meaningful collaboration experience for our students.

By building a unit of study around inquiry questions and by providing students with the digital tools needed to access, analyze, synthesize and share information, they will improve their critical thinking skills.

Where we started:

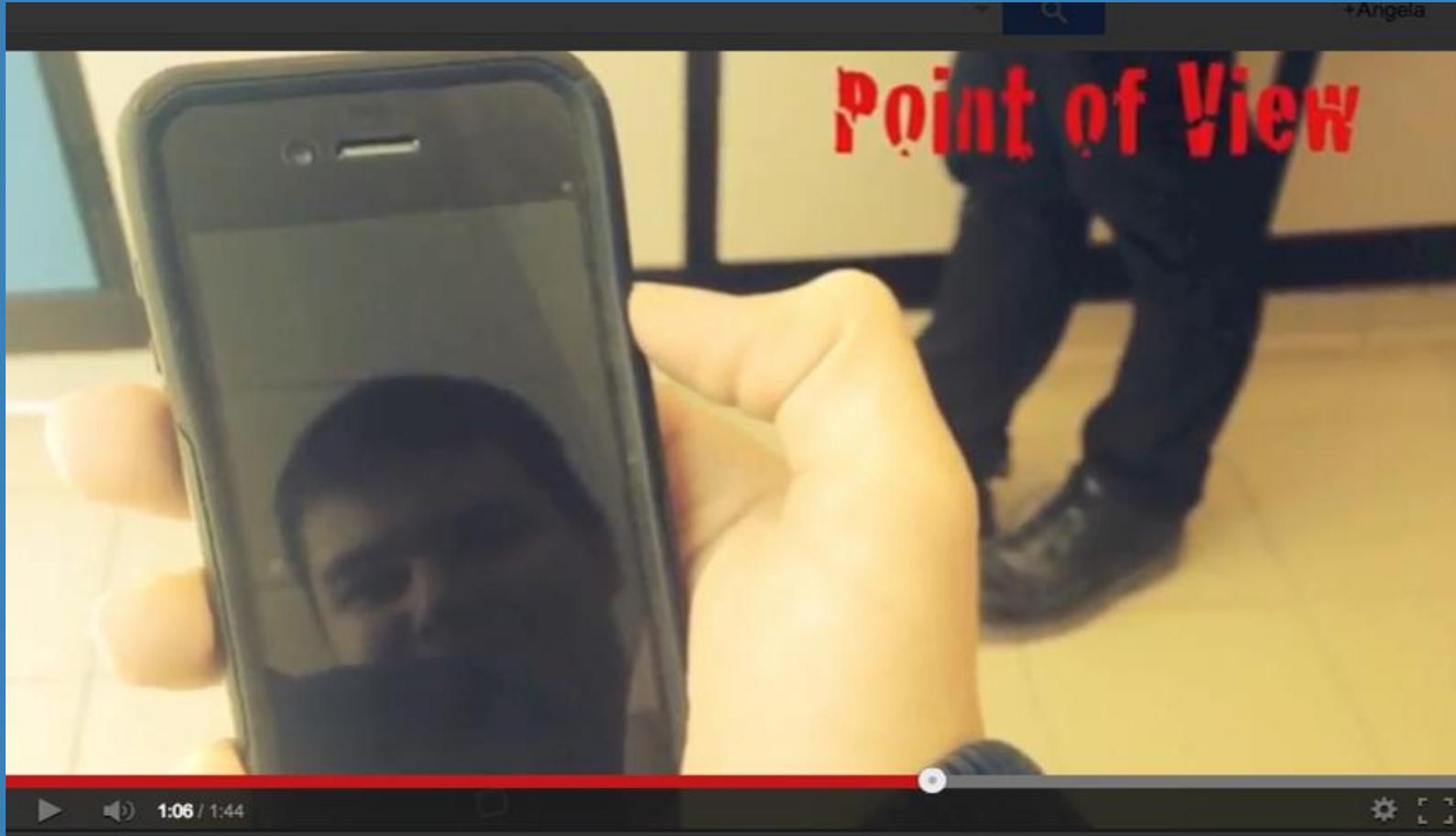
- BYOD school
- YRDSB Google Apps platform
- TLLP funds allowed for purchase of additional technology
- Focused on ENG3U1



Student Created Media Projects



Student Created Media Projects



Using Google Platform for Student and Teacher Collaboration

Man saves a dog !

Danil K

A man named Robert Martinez managed to save a dog who was sinking and had an injured leg and couldn't swim.

Robert was walking on the beach having a little walk before he goes to sleep, this is when he heard a woman scream "HELP", My dog has an injured leg and now his drowning. Then Robert ran as fast as he could to rescue the dog after he got on shore. After Robert rescued the dog he asked how did the dog end up in the water ? The woman said that she fell of a dock. soon after the paramedics arrived and everything was alright the woman and the dog got a pill that will calm them down. " Sir please save my dog he is drowning".

"Your welcome".

"He will be alright".

need a caption under the photo



Angela Barrett

10:28 AM Jan 8

by



Angela Barrett

10:28 AM Jan 8

make sure you have who, what, when, why, how



Angela Barrett

10:28 AM Jan 8

If this is your lead, you need more information...it should be your longest paragraph



Angela Barrett

10:28 AM Jan 8

More editing will be needed

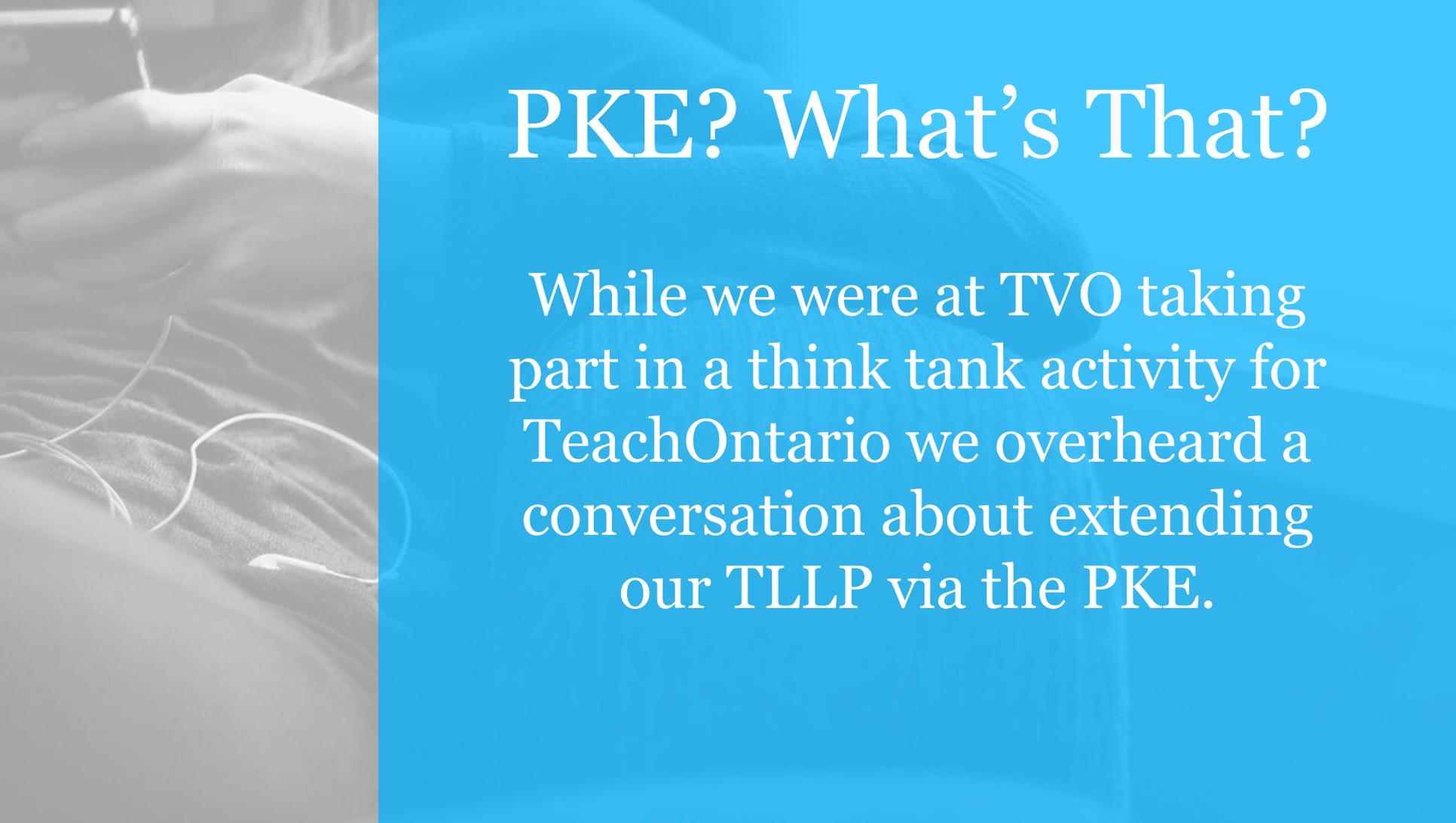


Angela Barrett

A person wearing a light-colored, ribbed sweater is shown in profile, looking down at a smartphone held in their hands. The background is a blurred indoor setting, possibly a cafe or office. A large, bright blue diamond shape is overlaid on the center of the image, containing white text.

PKE

Provincial
Knowledge
Exchange



PKE? What's That?

While we were at TVO taking part in a think tank activity for TeachOntario we overheard a conversation about extending our TLLP via the PKE.

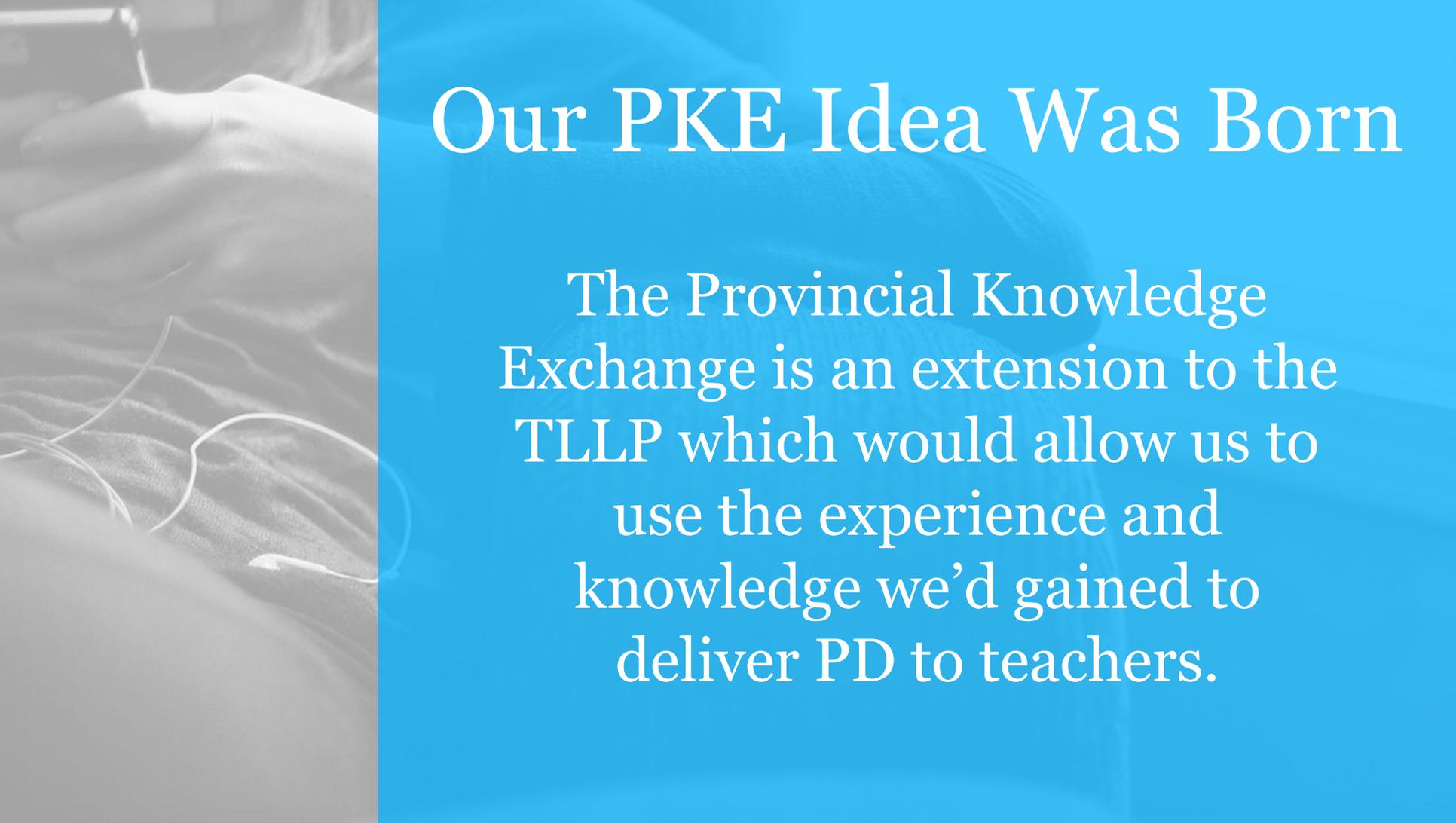


Welcome to TeachOntario — an online community for Ontario's educators, by Ontario's educators.

- 🕒 **Explore** professional learning opportunities and curated resources.
- 🕒 **Share** your knowledge with your colleagues.
- 🕒 **Create** projects to support teaching and learning.

Click [here](#) to find "Top & Trending" Content and "Most Recent" Activity.

	Get Started
	The Lounge
	Give Us Your Input



Our PKE Idea Was Born

The Provincial Knowledge Exchange is an extension to the TLLP which would allow us to use the experience and knowledge we'd gained to deliver PD to teachers.

A top-down view of a desk with a spiral notebook, a pen, a water bottle, and a paint palette. The notebook is open, and the text is written on the left page. A blue banner is overlaid across the middle of the notebook.

This led us to...

Google Days at Mulock!



Interested staff participated in a full day of PD related to Google Apps for Education.



Our sessions were so popular that we had requests for repeat Google Days!



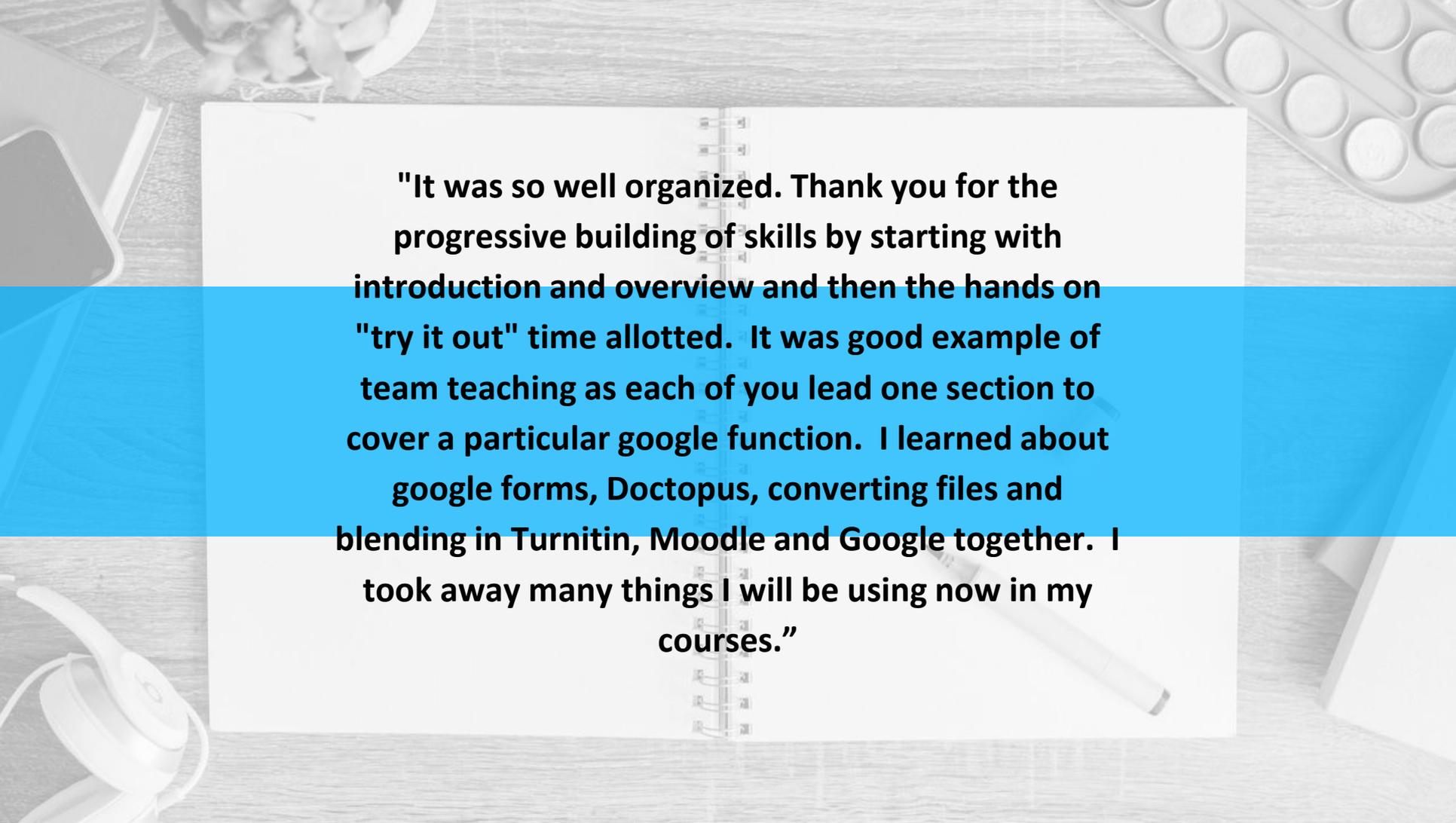
**We received amazing
feedback from participants.**

A top-down view of a desk with a spiral notebook, a pen, a calculator, and a water bottle. The notebook is open, and the text is written on the right page. A blue horizontal bar is overlaid on the notebook page.

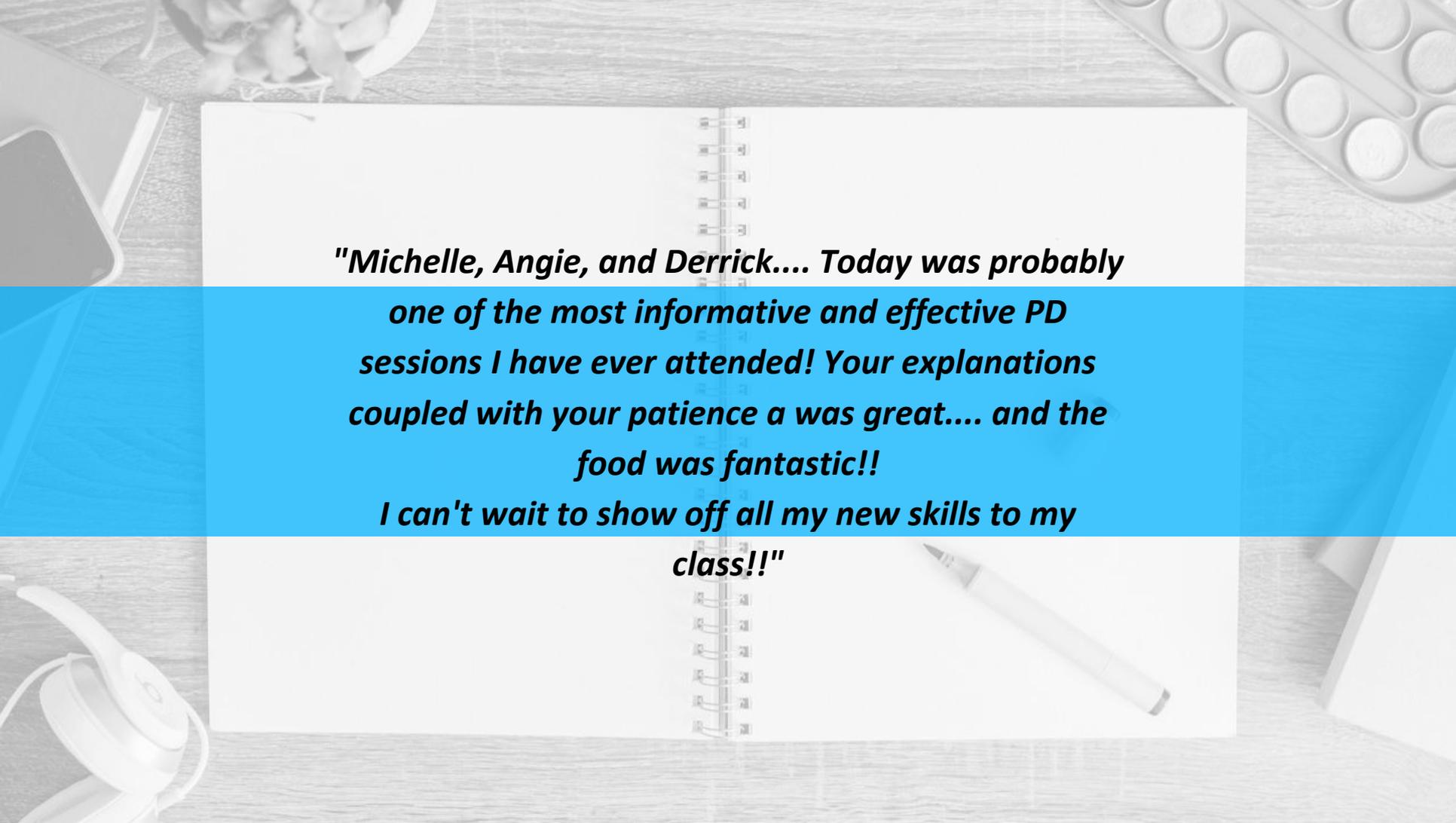
"I [...] want to thank the three of you for a great day! At first it sounded like a lot..... 4 periods of GOOGLE! But, you guys made it fun and interesting and the time flew by! You all took the time and effort to make this day an incredible success in my mind! I learned so much from you all. Your delivery was excellent and easy to follow. You were patient and helpful. Thanks for being so great to work with!"

A top-down view of a desk with a spiral notebook, a pen, a water bottle, and a keyboard. The notebook is open, and the text is written on the right page. A blue horizontal bar is overlaid on the notebook page.

“I really appreciated having an opportunity for professional learning with peers, without interruptions, and really had an understanding of what technology can offer to us here at Mulock. We definitely need to have this every year, if possible, since we are a blended learning school and continue learning about the technology that can help our students and us. Thanks for a great Googling Day @ SWMSS.”

A top-down view of a desk with a spiral notebook, a pen, a calculator, and a water bottle. The notebook is open, and the text is written on the right page. A blue horizontal bar is overlaid on the notebook page.

"It was so well organized. Thank you for the progressive building of skills by starting with introduction and overview and then the hands on "try it out" time allotted. It was good example of team teaching as each of you lead one section to cover a particular google function. I learned about google forms, Doctopus, converting files and blending in Turnitin, Moodle and Google together. I took away many things I will be using now in my courses."

A top-down view of a desk with a spiral notebook, a pen, a water bottle, and a paint palette. The notebook is open, and the text is written on the right page. The background is a light-colored wooden desk. A blue horizontal band is overlaid on the notebook page, containing the text.

***"Michelle, Angie, and Derrick.... Today was probably
one of the most informative and effective PD
sessions I have ever attended! Your explanations
coupled with your patience a was great.... and the
food was fantastic!!
I can't wait to show off all my new skills to my
class!!"***



We presented at conferences like
Connect to Learn and Bring It Together



We worked
with other
TLLP and
PKE groups.



We visited
Brantford
teachers and
Simcoe teachers
visited us.



PHILADELPHIA

We also had the opportunity to attend conferences like ISTE in Philadelphia to further our learning!



POST TLLP/PKE

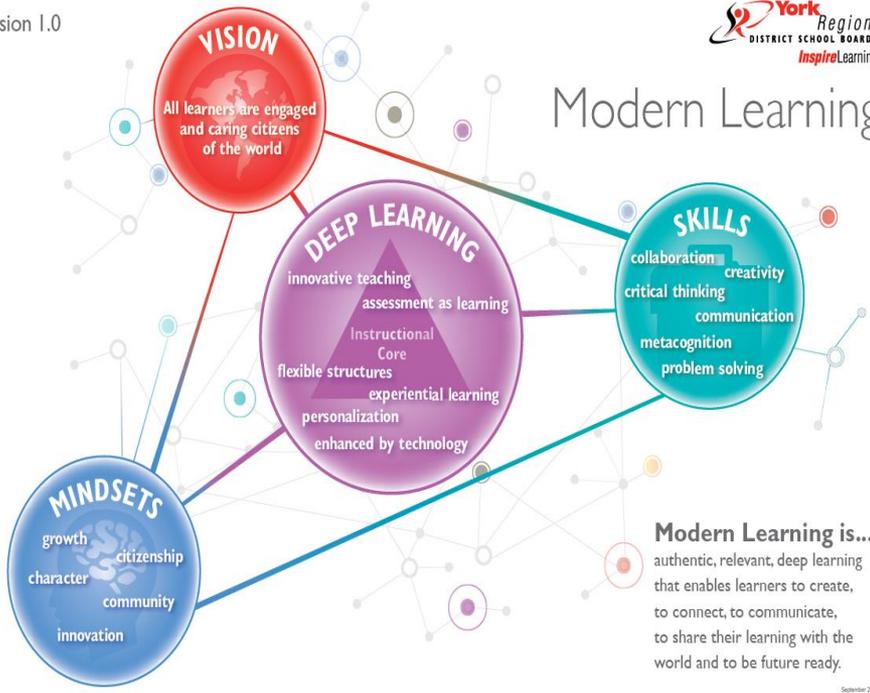
The learning
and sharing
continues.



WILLIAM MULOCK SECONDARY SCHOOL



Modern Learning



Modern Learning is...
 authentic, relevant, deep learning
 that enables learners to create,
 to connect, to communicate,
 to share their learning with the
 world and to be future ready.

September 2015

WELCOME TO THE ASSESSMENT IN A MODERN LEARNING CONTEXT THINK TANK

Session 1
February 12, 2016

Participating in modern and professional learning committees and think tanks

Gamification and Game-Based Learning: Assessment and Evaluation



OVERVIEW

Derrick Schellenberg
YORK REGION DISTRICT SCHOOL BOARD

Colleen Rose
SUPERIOR GREENSTONE DISTRICT SCHOOL BOARD

Maureen Asselin
HALTON CATHOLIC DISTRICT SCHOOL BOARD

Please feel free to post questions and comments throughout the webinar in the chat box.



Sharing in OTF and TeachOntario webinars

Online Tools

OTF Webinar
November 22nd



What is inquiry-based learning?






Gamification and Game-Based Learning: UNIT DESIGN






Derrick Schellenberg
@Mr_Schellenberg

Students construct the criteria (in small groups) for the news article, use their nonfiction novels as source material. Due Mon! #muleng902

successfully completed his bachelor's degree, with a double major in history and anthropology, however he rejected the idea that marriage and a career had to follow finishing his formal schooling.



This is the bus in Alaska where Christopher McCandless was found.

Soon after graduation, McCandless began a rambling trek across North America, leaving his immediate family and friends, his future prospects, and eventually his beloved car, behind.

As a young man, even in high school, Christopher McCandless possessed both big ideas and a will for endurance. He was a track athlete who excelled at cross-country running and he developed a love of classical literature with an appreciation for poetry. After leaving Virginia, he traveled through North Dakota and eventually arrived in Alaska. One man who may have been the last to see McCandless alive, Jim Gallen, gave him a ride from Fairbanks, Alaska into the wilderness. Gallen tried to convince McCandless that he was unprepared for living in the wild, but he was only able to convince McCandless to take a pair of boots, two sandwiches, and a bag of chips. "I thought he would turn back after a week or two, that the wild would knock some sense into him, and he'd be back before he knew it," said Gallen. "I was wrong." Gallen and McCandless parted ways on April, 28, 1992. Approximately four months later, McCandless was found dead, huddled between the blankets in the back of a bus used by hunters for shelter in the wild.



The cause of death was deemed to be starvation. Speculation suggests that he may have been eating the wrong food. Perhaps his diet was not able to sustain his calorie consumption. Perhaps he was too tired or weak to hike away from the bus and back to civilization.

For many, Christopher McCandless has been a source of argument as



rs Article Group Work (ISU Google)

Working in our seating plan groups, all students in each group **know** and **do** complete the chart below. Assign one or more of the chart and then review to make sure that all criteria have been met.

Article Format **Inverted Pyramid Format**
Newspaper Report **Learning About a Newspaper**

Article Variable Feature (NAME+)	Role of Questioning Words: (NAME+)
Title and Verb Tense (NAME+)	Overall Structure (NAME+)
5W (Who, What, Where, When, Why) (NAME+)	Info from (MC) Revision/Text



Derrick Schellenberg @Mr_Schellenberg · Oct 24

Gathering resources for next English unit: #Wenjack, I Am Not A Number, #SecretPath, and Rabbit-Proof Fence. Springboard into inquiry #onted

👤 2 ❤️ 13 🗨️

LIKES
2



6:24 PM - 3 Nov 2016

👤 🔄 ❤️ 2 🗨️ ⋮

OTFFEO

SUMMER Institutes

2016

As you browse the workshop list below, look for the following symbols to identify the focus (or foci) of each institute:



Mathematics – these workshops enhance participant expertise in Mathematics



Technology – these workshops enhance teaching and learning through the use of information and communication technology (ICT)



Revised Curriculum – these workshops support implementing revised curriculum



Financial Literacy – these workshops support infusing financial literacy

Videos

My Likes

MY FRIENDS

+ Invite More View All

MY GROUP

Digging into Minecraft w...

15 members
 3 2

Inquiry-Based Learning I...

26 members
 6 6

PKE / ÉPC

26 members
 12 6

Technology in the Classr...

16 members
 5 0

Inquiry-Based Teaching a...

60 members

MY PHOTOS

+ Add Photos View All

MY BLOG

PKE Conclusion

Posted on November 10, 2015 at 9:34pm Edit Post

0 Comments 0 Likes

PKE drawing to a close, with report, after an extension approved by the ministry, allowing us to continue working until November 20th.

Our team of three teachers continued the teacher to teacher school PD with Google Apps, Drive, Doctopus, Moodle and Google Classroom, courtesy of two in-house "experts" on offer. Had approximately 25 of 90 staff attend over two sessions this year, with the same number last year, and unfortunately had to turn a few away because we couldn't get the...

Continue

Session II PD - Google Apps for Education (and other

Ressources d'apprentissage professionnel à l'intention des mentors

Professional Learning Resources for Board NTIP Teams / Ressources apprentissage professionnel des équipes-conseil du PIPNPE

Mentoring Moments Monographs / L'Instant du Mentorat

TeachOntario / TeachOntario

TLLP / PALPE

- Groups / Groupes
- Blogs / Blogues
- Forum / Forum

ALP & TPA / PAP et à l'ÉRPE

- Making the Annual Learning Plan Meaningful ebook / Rendre le Plan annuel de perfectionnement significatif : un livre numérique
- Resources / Ressources

Building Futures / Bâtir l'avenir

- Interactive Learning and Resources for Teacher Candidates / L'apprentissage interactif et des ressources pour les candidates et candidats à l'éducation

FORUM

Conference Recommendations Please!

Started by Alison MacPherson. Last reply by Alison MacPherson Sep 12.

2 Replies 0 Likes

Hello, My colleagues and I in secondary math and science are looking for a conference to attend that will help us learn more about interdisciplinary teaching/learning, project based learning, etc.

This is where the sharing of our first artifact took place...

...and
this is
our
most
recent
sharing
on
Teach
Ontario



All Places > Explore > TLLP/PKE: Sharing Beyond Borders

Authentic Multimedia Texts - Modern Learning with Technology

Following ▾

Actions ▾



Main

Google Apps

Halku Deck

Prezi

Storybird

Activity

Tasks

Content

People

Calendar

TLLP Project Description:

Authentic Multimedia Texts was a secondary school project in a bring your own device / blended learning secondary school. The purpose of the project was to explore ways for teachers and students to take advantage of the opportunity provided by technology to enhance student learning and engagement. This project challenged teachers to inquire into their own learning and reconsider both pedagogy and best practices in a blended learning environment.



The project was conducted by English secondary school teachers working in the same course team, Grade 11 University English. The project was an opportunity for teachers to develop their own learning around technology, assessment and evaluation practices, using modern, blended, & inquiry-based learning techniques. The purpose of the project was to increase engagement by increasing the student-directed nature of the course and incorporating technology in meaningful and authentic ways to enable students to demonstrate learning & understanding.

Read the TeachOntario Talk about the project here.

Share · 0 Comments · Like (1)

Project Members:

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FEATURED VIDEO





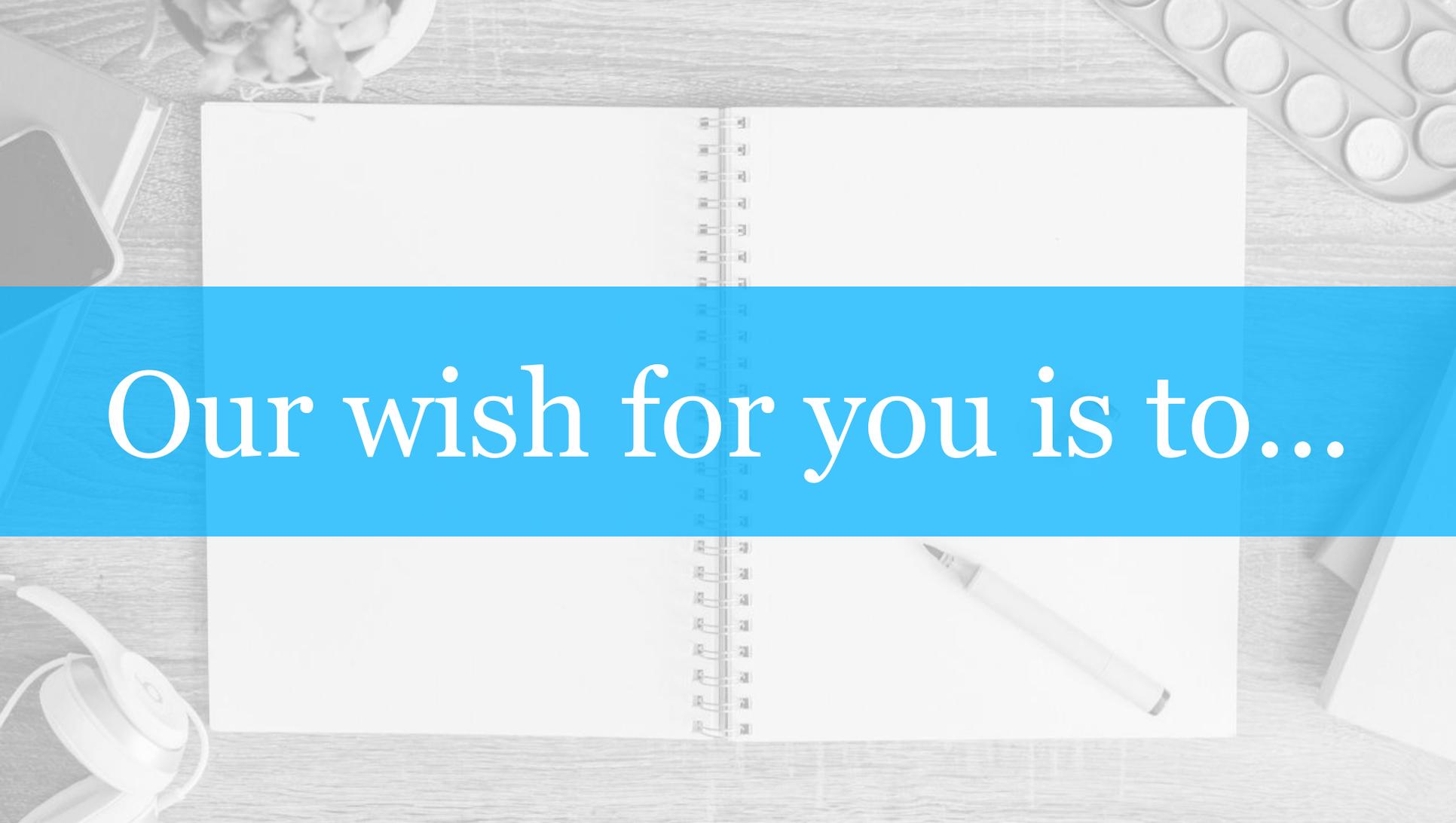
Learning
may mean
continuing the
good work at
your school

Learning may
mean going
back to school



UOIT

CHALLENGE INNOVATE CONNECT

A top-down view of a desk with a spiral notebook, a pen, a water bottle, and a paint palette. The notebook is open and blank, with a blue horizontal band across the middle containing the text. The pen is white and lies on the right page. The water bottle is white and on the left. The paint palette is grey and on the right. The desk surface is light wood.

Our wish for you is to...

Give yourself permission to pause

Feed your passion

Say **YES** to new experiences

Share your learning

Thanks!

Feel free to contact us!

via email:

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angela.barrett@yrdsb.ca

derrick.schellenberg@yrdsb.ca

using Twitter:

@Mr_Schellenberg

