Inquiry Based Action Plan

"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where –" said Alice.
"Then it doesn't matter which way you go."

Alice Through the Looking Glass,
Lewis Carroll

Learning Outcomes:
- To engage in professional growth through an inquiry learning process.
- To identify best practices in online learning.
- To use your learning to contribute to your future teaching career.

Identify the <u>key topics or contexts</u> of interest for an inquiry

Identify a <u>central inquiry question related to online learning</u>.

Design and implement a <u>plan of action</u>.

<u>Analyze and demonstrate your learning</u> to your professional community

Name: Kris Sward
Proposed Plan Approved By:
Date Approved:

1. Identify Key Topic of Interest and Context

Identify a topic of interest, issue and/or concern that has emerged for you from your <u>past teaching,</u> <u>and</u> <u>your OLTD courses</u>. Generate a list of questions about these issues.

Refine your questions to identify a specific topic. Clearly explain why this topic of professional inquiry is significant to you and to others in your professional community.

I am fortunate to have a lot of technology in my classroom including a Smartboard Interactive Whiteboard and an Appletv, as well as access to laptops, iPads, students personal iPods and a computer lab. This technology is fairly new to me and I am doing my best to use it every day. I have already witnessed the huge value of technology in the classroom just by the excitement and interest my students have shown in being able to use it and in the creative ways they have put it to use in the classroom. My issue is not with using the technology, but using it effectively to enhance my student's education and our learning environment rather than simply using it to entertain my students. Instead of just having the 'wow' factor, I want to be able to fully integrate technology into my lessons in meaningful ways, be able to connect with students or their parents via some form of social media and build some sort of blended model of online and face to face teaching and learning for my classroom. I have a number of guiding questions to help me find my way, including:

1) How can I make my lessons (potentially my teaching being recorded or simple 'how-to' videos made by myself or students) accessible online so that students who are struggling with their homework can refresh their memory or ask their questions and get an answer when they need it?
2) How can I improve school/home communication to make it timely, efficient and comfortable for both myself and the parents of students in my class?
3) What can I do to efficiently integrate technology into my classroom and my teaching in order to boost engagement and retention of materials covered in class?
4) How can I help my students to become critical thinkers in terms of information that they research on the internet (including how to tell valid information from false information and how to know what sites to trust as information sources)?
5) What existing tools and programs are available to me in order to bring all of this together in an easy to manage format? (right now I have a facebook page, a website, a moodle site and will be undertaking a new 'dashboard' tool in November – way too many sites to update!)
6) What is a 'flipped' classroom and can I use it to ensure that school time is focused on working together to practice and solve problems – not lecture based learning.
7) How can I access, use and promote the use of technology in my classroom to meet the needs of the 21st century learner?

My belief is that online learning, or at least a hybrid model of online and face to face learning, is the direction that education is heading in the developed world. Personalized learning will lead students to find courses that match their own interests and passions from any school (or source for that matter) in order to build credits towards their own graduation. Others (including adult learners) might want to fit their school in around work schedules or be able to access a standard level of education from other parts of the world (whether on vacation or just living or working abroad). The internet makes online learning a convenient, reasonably priced and effective option for students and I think more and more people will make use of online learning as an alternative to having to attend specific classes (chosen by someone else as a requirement for graduation) at a specific place and at a specific time.

I feel fortunate to be on this learning path because I am excited about the possibilities online teaching and learning can provide for my students. I definitely feel that it is an exciting time to be in education. In doing the OLTD diploma program I hope to build a strong foundation of knowledge and skills using technology in the classroom for my own future teaching. I also hope that this knowledge and experience will help me to become a leader in promoting the use of technology in the classroom within my school district and that I can provide support to others as they start a similar learning journey of their own.

2. Identify a Central Inquiry Question (related to your topic, context)

* An inquiry question:
- is what you genuinely want or need to understand in online learning
- is researchable in literature (theory) and in practice in the context of your timeline for inquiry
- is framed clearly and specifically (uses "what" "how" or "why")
- has no quick or obvious answer
- requires active, thoughtful effort, and personal reflection

Central Inquiry Question:

How can I efficiently and effectively integrate online learning and other media tools into my existing face to face teaching environment to encourage maximum engagement and enhance the learning experience for my students, therefore building meaning and providing relevance (and hopefully transfer) for them at the same time?
Adapted from: Bob Hudspith, Central Questions in the Process of Inquiry

3. Design and Implementation

Design an action plan for your inquiry question by:
a) identifying relevant sources of information and background knowledge (i.e. primary and secondary sources, research studies, people, courses, associations, units or programs of study, contexts, relevant theories of teaching and learning, etc.)

b) creating "*Specific Actions*" i.e. What will you do to gather the above information? (eg. read journal article entitled ____; speak with ____; attend conference entitled ____; watch video entitled ___; etc.
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1. CENTRAL INQUIRY QUESTION:
How can I efficiently and effectively integrate online learning and other media tools into my existing face to face teaching environment to encourage maximum engagement and enhance the learning experience for my students, therefore building meaning and providing relevance (and hopefully transfer) for them at the same time?

2. SPECIFIC ACTIONS:	REASEARCH SCHEDULE:
A) research the use of technology in the classroom and theory that supports or shows benefits to students having access to technology	Fall, 2012
B) Explore a variety of Learning Management Systems and resources that might be used to enhance my online presence	Spring, 2013
C) Explore the use of social media in the classroom and how it can assist in opening lines of communication with parents	Fall, 2013
D) Further explore the use of iPods in the classroom to benefit student learning through skill based games, media tools, research opportunities, etc.	Ongoing
Many more topics and actions to come!	

Summarize your research and note your sources here:	(Schedule for each action between October 2012 and June 2013
	 OLTD 501- October 2012 Instructor: M O'Neill Sign Off: _____

1. Rosenfeld, B., & Martinez-Pons, M. (2005). Promoting classroom technology use. *Quarterly Review of Distance Education*, *6*(2), 145-153. Retrieved from VIU Library Database, October 7, 2012 (http://dd6db2vc8s.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rfr_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=PROMOTING CLASSROOM TECHNOLOGY USE&rft.jtitle=Quarterly Review of Distance Education&rft.au=Barbara Rosenfeld&rft.au=Manuel Martinez-Pons&rft.date=2005-09-30&rft.issn=1528-3518&rft.volume=6&rft.issue=2&rft.spage=145&rft.externalDBID=QRDE&rft.externalDocID=975609541)

   This paper addresses the use of technology in the classroom and how access to technology as well as coursework in the theory behind using technology in education can help to promote it's use in the classroom.

2. **2.** Caruso, C. (2008). Bringing online learning to life. *Educational Leadership*, *65*(8), 70-72. Retrieved from VIU Library database October 7, 2012 (http://dd6db2vc8s.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rfr_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Bringing Online Learning to Life&rft.jtitle=Educational Leadership&rft.au=Carol Caruso&rft.date=2008-05-31&rft.issn=0013-1784&rft.volume=65&rft.issue=8&rft.spage=70&rft.externalDBID=GEDL&rft.externalDocID=1490766661)

   This article provides an overview on how bringing online classes into the traditional high school environment can provide opportunities for students to access alternative course, specific to their needs or interests, that wouldn't otherwise be available to them. It also talks about benefits and challenges of online learning.

3. Ministry of Education. (2011). *B.c.'s education plan*. Retrieved from http://www.bcedplan.ca/theplan.php

   This article provides an overview of the upcoming changes to curriculum in B.C. and is relevant to my teaching and learning

because it will direct and guide my practice.

4. Crockett, Lee, Ian Jukes, and Andrew Churches. *Literacy is Not Enough*. 21st Century Fluency Project/Corwin, 2010. Print.

   This book talks about the need to change how we teach to meet the needs of 21st Century Learners using 21st Century skills. It provides an overview of the fluencies students will need to be proficient at in order to succeed in the future workplace.

5. Jukes, Ian, Ted McCain, Lee Crockett. *Understanding the Digital Generation.* 21st Century Fluency Project/Corwin, 2010. Print.

   This text takes a look at children of the 21st century, how they live and how they learn in an increasingly technological world. It explains the way they think and learn and provides tips in order to reach them and teach them.

6. Kear, K. (2011). *Online and social networking communities: A best practice guide for educators*. New York, NY: Routledge.

   This text provides a fairly comprehensive overview of teaching and learning in an online environment and provides tips, tricks and tools that can help in dealing with new technologies, course design with technology use in mind and how to deal with things like information overload, building community and communicating effectively online. My intent will be to use this text as a reminder of how to effectively integrate technology into my classroom while being mindful and supportive of my students as they encounter issues in the process.

7. Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other.* New York, NY: Basic Books.

   This text analyzes the digital world we live in and how social media is affecting our existing social structures. Initially I was drawn to this book because the author talks about how we would rather interact with a friend's online persona than that friend in person and it struck a chord with me. In implementing technology use in my classroom, I don't want to damage social relationships my students are (or should be) building.

OLTD 502- December 2012
Instructor: R LaBonte
Sign Off: _____

OLTD 503 – February 2013
Instructor: K Lemieux
Sign Off: _____

8. WEB 2.0, PERSONAL LEARNING ENVIRONMENTS, AND THE FUTURE OF LEARNING MANAGEMENT SYSTEMS (PDF)
Niall Sclater (The Open University)
June 24, 2008
Source: EDUCAUSE Center for Applied Research (ECAR)

This article outlines LMS, non-LMS and PLE tools and resources. It lists common characteristics of each and defines the need of interoperability between tools in order for seamless course delivery.

9. Sharing: The Moral Imperative - This is a 25 minute talk from Dean Shareski about the importance and principles of sharing. I highly recommend it to help challenge and/or support your notions about sharing your work. Btw, if you want to see how Dean made the video, he wrote a post about the 'Making Of' - Dean puts the Share in Shareski.

Not sure if we are allowed to include video links but I'm going to! I want to continue to be open in the classroom and share my work with others, and connect with others. That is a huge part of my goal for the coming school year as I take on a twinning project, building a computer hub/work room in our school and encourage teachers to connect with others in our school, district, country and world.

10. http://www.downes.ca/ - the website of Stephen Downes

This collection of all things educational with a technology spin is a vast resource on any number of topics and ideas. Downes provides a daily update to his site with links to new tools, explanations, resources….I could be lost in here for days.

11. Hengstler, J. (2013). A K-12 primer for British Columbia teachers posting students' work online. Blog post http://jhengstler.wordpress.com/2013/05/17/a-k-12-primer-for-british-columbia-teachers-posting-students-work-online/

This guidebook is going to be very valuable in implementing a variety of tools and activities in my own practice. It outlines "key considerations that should be taken by British Columbia K-12 educators when using online sites or services to post student work or exemplars." I plan to do just that and build a variety of ePortfolio sites with my students and students in other classes, so I will keep this very handy.

12. Tarte, J. (2013, July 30). 10 Reasons we need social media in education. http://www.justintarte.com/2013/07/10-reasons-we-need-social-media-in.html

Tarte makes some very good points that encourage educators to meet students and their parents where they already are – online. As we shift to a more student focused curriculum, Tarte shows how social media can help teachers to share the spotlight with their students.

13. Kumar, BC., Kommareddy, S., Rani, N. (2013). Effective Ways

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OLTD 504 – April 2013
Instructor: A. Luxenburg
Sign Off: _____

OLTD 505 – June 2013
Instructor: A. Couros
Sign Off: _____

OLTD 506 – September 2013
Instructor: J. Hengstler
Sign Off: _____

Cloud Computing Can Contribute to Education. *Advanced Computing: an International Journal* 4(4) 17-32. Retrieved from VIU Library Database January 2, 2014

Cloud computing makes access to tools and knowledge easier for everyone. That can be used for further success in the classroom where dated technology is replaced (information is not lost in the transition) and students want to create ePortfolios of their work to provide evidence of their learning. This article provides ways that cloud computing can be harnessed to provide the best possible education for our students.

14. Katzan, H. (2010) The Education Value of Cloud Computing. *Contemporary issues in education Reasearch*. 3(7) 37

As educational costs continue to rise and funding parameters continue to drop, cloud computing provides an optional source of resources that are often free or limited in user fees. This will help educators to provide information to their students while saving costs and budgets in the long run.

14b: http://edtechreview.in/news/877-world-s-first-school-in-the-cloud-opened

OLTD 507 – December 2013
Instructor: J. Batallas
Sign Off: _____

15. New Media Consortium. (2014). *Nmc horizon report: 2014 higher education edition*. Retrieved from http://www.nmc.org/pdf/2014-nmc-horizon-report-he-EN.pdf

[Horizon Reports for Higher Education and K-12 education](#):

This informative report provides information on new and upcoming technologies and their potential uses in education, as well as how long they will last / it will take for them to become integrated into our practice. This is a huge resource for future technologies that I may want to integrate into my own classroom.

16. Siemens, G., Tittenberger, P. (2009, March). *Handbook of emerging technologies for learning*. Retrieved from http://elearnspace.org/Articles/HETL.pdf

This Handbook of Emerging Technologies for Learning (HETL) has been designed as a resource for
educators planning to incorporate technologies in their teaching and learning activities.

OLTD 509 – February 2014
Instructor: A. Luxenburg
Sign Off: _____

17. McGonigal, J. (2010) *Gaming Can Make a Better World.* Retrieved from: http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

Instantly I was intrigued by Jane McGonigal's various videos that we watched in 508. Her high level of energy and optimism when it comes to the aspects of games that can most benefit education were contagious and she makes me want to jump on the bandwagon and promote games based learning in my classroom. Highly engaging!

18. Gee, J. (2013). *Principles on Gaming.* Retrieved from: http://www.youtube.com/watch?v=4aQAgAjTozk

This video outlines succinctly elements of video games that could be transferred to education in order to reach more students and help more students find success – through the use of video games in the classroom. Some great concepts and ideas and a very good overview of what works in video games that doesn't work in today's classroom.

OLTD 508 – April 2014
Instructor: G. Lewis
Sign Off: _____

19. Ribble, M. (2011). *Digital citizenship in schools* (2nd ed.). Eugene, Or.: International Society for Technology in Education.

Ribble is somewhat of a Digital Citizenship guru and provides much background information and great ideas for lessons and activities to use Digital Citizenship practices in the classroom. I've found a lot of valuable info here and will, I'm sure, find more as I continue to research his work.

20. British Columbia Ministry of Education (n.d.). DRAFT Digital Literacy Framework. Retrieved from: https://www.bced.gov.bc.ca/dist_learning/digital-literacy.htm

As I continue my work towards developing a digital citizenship curriculum (potentially my Master's work) this will be a great guide. The government has looked into potential literacies all 21st Century students must have when it comes to using technology in the classroom and suggest activities, lessons and understandings students should have at each grade level. It will guide my teaching practice and help me to provide my students with a strong foundation of responsible practices in the online environment.

OLTD 510 – June 2014
Instructor: R. LaBonte
Sign Off: _____

4. Reflect Upon and Share Learning: (Final Presentation- June 2014)

Inquiry involves active and thoughtful effort and analysis and sharing with your colleagues. The inquiry journey will culminate in two ways:

1. <u>Presentation</u> to your learning community that demonstrates what you have learned and will contribute to your professional community. Your inquiry will culminate in a presentation to your OLTD peers and colleagues. (Platform for your presentation is your choice: PowerPoint, Prezi, VoiceThread, website etc.)

2. A <u>one – two page reflection</u> that synthesizes what you have learned by addressing the following questions: *How will your inquiry impact your actions as a teaching professional? How might you contribute your expertise? How are you demonstrating connections between theory and practical applications? What other questions have emerged from this learning?*

Additional Information and Resources to Support the Inquiry Process

NOTE: You are <u>not</u> expected to design and complete a full blown research project (the sites below are more geared towards a full scale research project). The focus of this project is on your identified interest and/or concern re: your professional growth and your valuable contribution to your education profession. Throughout the learning process you will have the opportunity to enrich an aspect of your teaching practice and will contribute to your OLTD community. The goal is <u>not</u> to become experts in research methodologies, data collection and analysis as that is well beyond the scope of this activity.

- Teaching the art of inquiry http://socserv2.mcmaster.ca/~fss/inquiry/artofinq.htm

- UBC Principles of Teaching website resources on inquiry http://www.mmecarr.ca/POT/resources.html

- The Ontario Action Researcher http://www.nipissingu.ca/oar/archive.htm

- Refer to the APA Style Guide in OLTD 501/Student Support Resources for citation formats. You may wish to download this to your OLTD folder for future reference.