



June 12, 2014

Organizational
Projects

Educational
Technology

Pedagogical
Projects

Online
Learning

Collaborative
Initiatives

Publications &
Presentations

Organizational Projects

2013–2014



1 - Organizational Orientation:

- To build a more democratic organization
- To be responsive to our community's needs (reflecting our vision, mission, values, mandate)
- To improve organizational performance
- To clarify and reinforce LEARN's role in the educational community

2 - Pedagogical Orientation:

- To provide resources that address the pedagogical needs of our Quebec community
- To provide rich and relevant professional learning opportunities for educators
- To encourage pedagogical practices that reflect rigorous, and relevant research

3 - Educational Technology Orientation:

- To guide and support the use of educational technologies that meet the needs of LEARN and our Quebec community
- To ensure that LEARN's technological infrastructure can provide stable and reliable services to the community
- To provide community-wide pooled resources, aligned to the curriculum
- To provide the community with access to a common and secure virtual environment

4 - Online Learning Orientation:

- To offer full-time online learning services for English Quebec students
- To enhance our online academic services for students
- To provide online non-academic services to our community

5 - Partnerships and Collaboration Orientation:

- To partner with key stakeholders in the educational milieu and the community at large to support pedagogical collaboration and innovation

Worldblu @ LEARN



Principles of democratic organizations

4th year on the list!

- Purpose and Vision

A democratic organization has a purpose and vision. These offer guidance and discipline to the organization's direction.

- Transparency

Democratic organizations are transparent and open with employees about the financial health, strategy, and agenda of the organization.

- Dialogue + Listening

Democratic organizations are committed to having conversations that bring out new levels of meaning and connection.

- Fairness + Dignity

Democratic organizations are committed to fairness and dignity, not treating some people like "somebodies" and other people like "nobodies."

- Accountability

Democratic organizations are clear about who is accountable to whom and for what.

- Individual + Collective

Employees are valued for their individual contribution as well as for what they do to help achieve the collective goals of the organization.

- Choice

Democratic organizations thrive on giving employees meaningful choices.

- Integrity

Democratic organizations understand that freedom takes discipline and also doing what is morally and ethically right.

- Decentralization

Democratic organizations make sure power is appropriately shared and distributed among people throughout the organization.

- Reflection + Evaluation

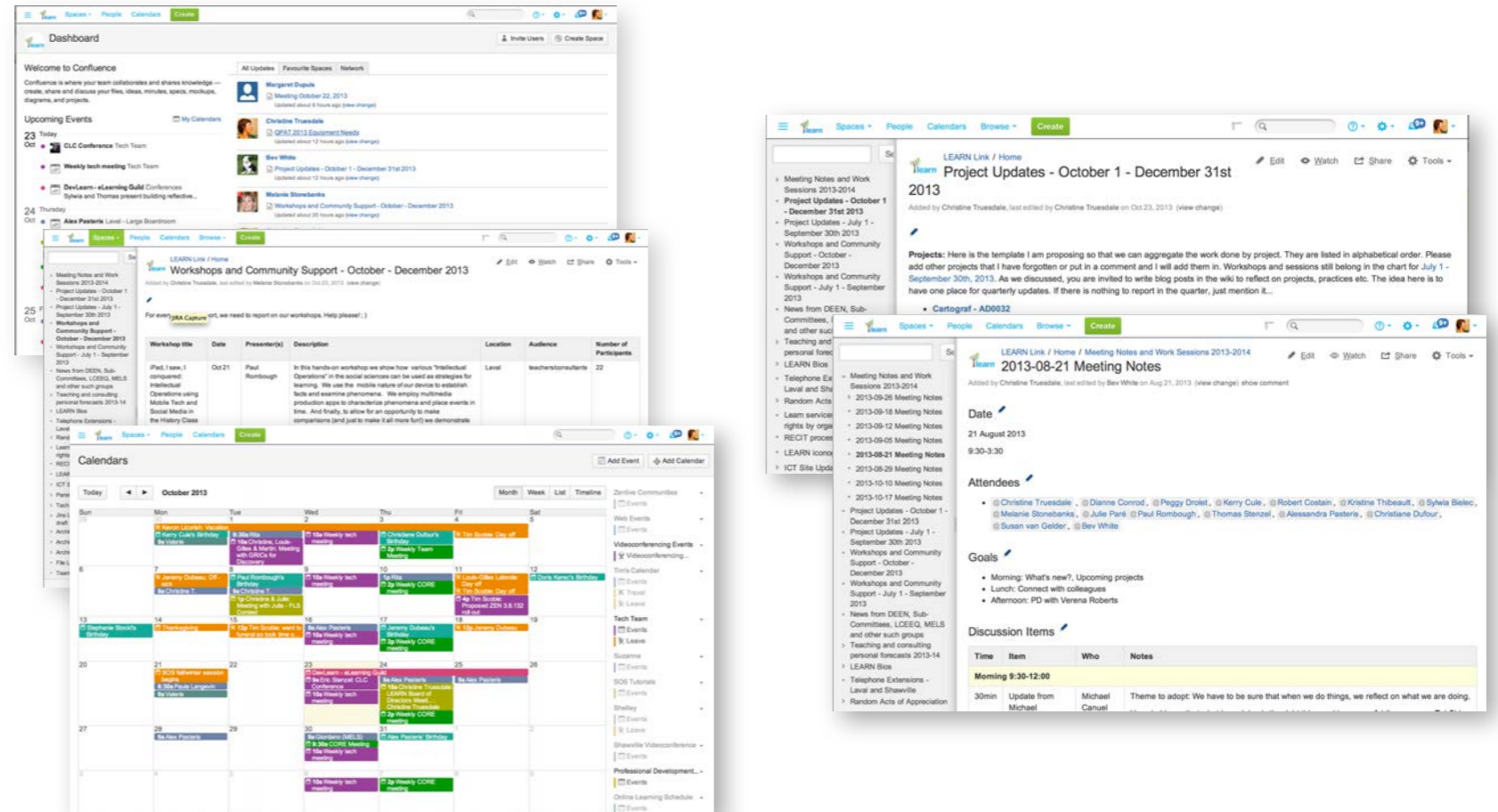
Democratic organizations are committed to continuous feedback and development and are willing to learn from the past and apply lessons to improve the future.

Objectives:

- Ongoing and expanded use across the organization of Atlassian's *Confluence*, a world-class content and collaboration software, provided to LEARN through a free license for non-profit organizations.
- Documentation of projects, planning, development and shared calendars
- Upgrade to version 5.3 done in August, many new features, better integration with *Jira* project management and issue tracking tool

Update:

- increased usage for project and process documentation
- used of new templates for meeting agendas and minutes, notifications for action items
- increased usage for project planning
- increased usage for collaborative work



Project Tracking

Objectives:

- Ongoing and expanded use of Atlassian's *Jira*, a world-class project development and issue tracking tool, provided to LEARN through a free license for non-profit organizations.

Update:

- updated to version 6.1 in October
- implementing new tools and features such as *Capture* and Test Sessions for debugging applications
- promoted use by all for IT and design & development projects
- Report a Problem* button available on all pages of the LEARN website creates an issue directly in the tracking system, will be implemented on other web services
- testing a new Service Desk with Knowledge Base integration in 2013-2014

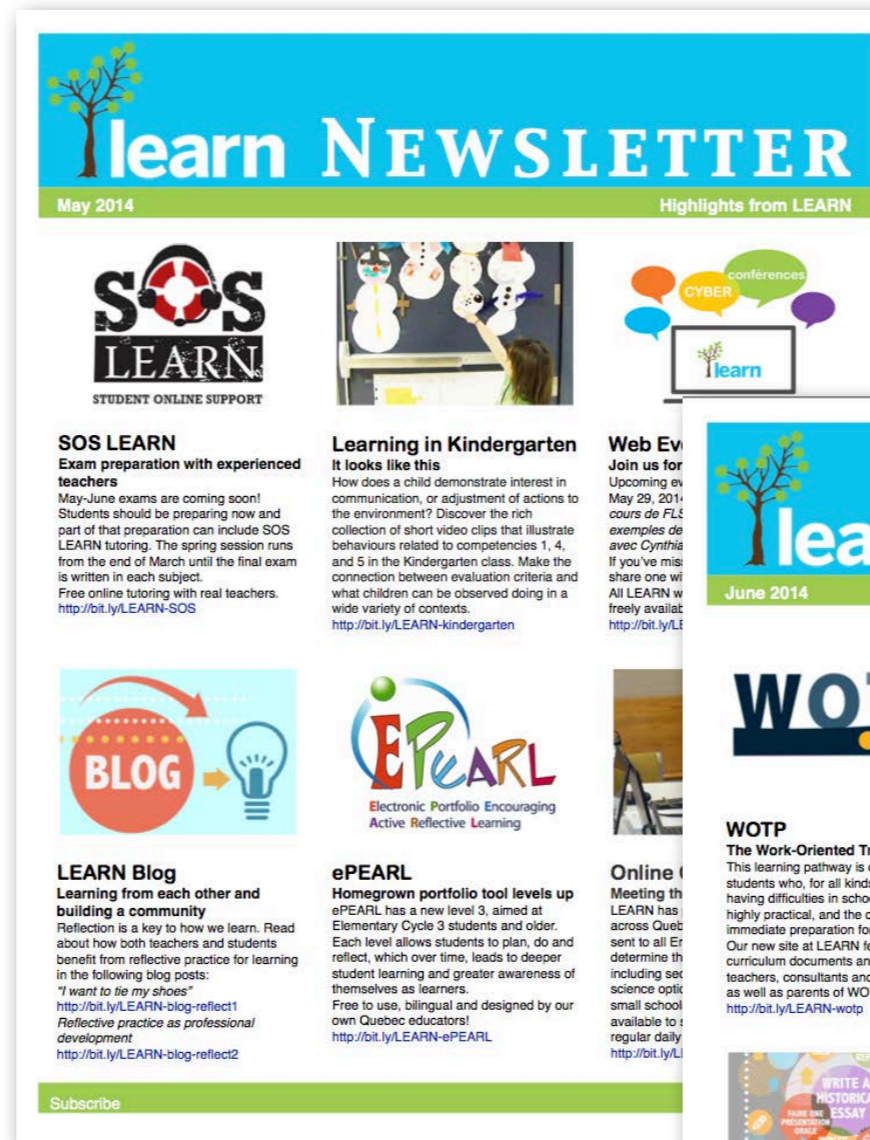
The image shows a screenshot of the LEARN website's 'Report a Problem' form. The form includes fields for 'Summary', 'Description', 'Name', and 'Email'. A green arrow points from the form to a Jira ticket interface. The Jira ticket is titled 'Broken link' (TICKET-214) and shows details such as 'Type: Bug', 'Status: Closed', and 'Resolution: Fixed'. It also displays SLA information: '95:52 Time to resolution within 96 hours' and '23:52 Time waiting for support within 24 hours'. The ticket details include the reporter's name (Christiane Duhaif), the location (http://www.learnquebec.ca/learn/content/pedagogy/colPD/conversations.html), and the description of the broken link.

The image shows a screenshot of the Jira interface. On the left, there is a 'Task' form with fields for 'What do you need?', 'Priority (optional)' (set to Major), 'Description (optional)', and 'Component(s) (optional)'. In the center, there is a 'Tickets' dashboard with a 'User Management' link. On the right, there is a 'Create Service Desk Request' dialog box that says 'You can raise a ticket through one of the following Service Desks' and lists 'Tickets' as an option. The background shows a Jira dashboard with various widgets and a navigation menu.

LEARN Newsletter

Highlights from LEARN

- 1 page featuring LEARN projects, upcoming events, new resources and publications
- Was published in January, February/March, April, May, June
- Distributed to DEEN members and sub-committees, ABEE, RECIT, Subject PLCs
- Shared on LEARN website, RSS feed, Twitter and Facebook
- Opt-in listserv subscription to receive via email
- Will be continued in 2014-2015 - next in first week of September



Social Media Management

Update:

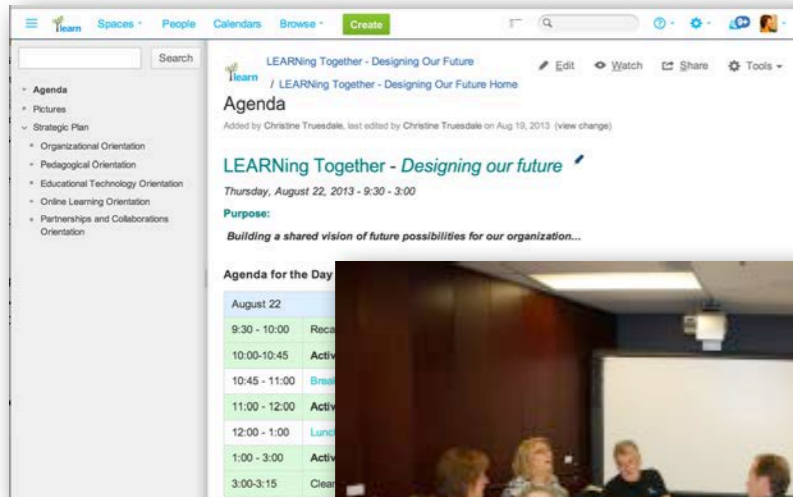
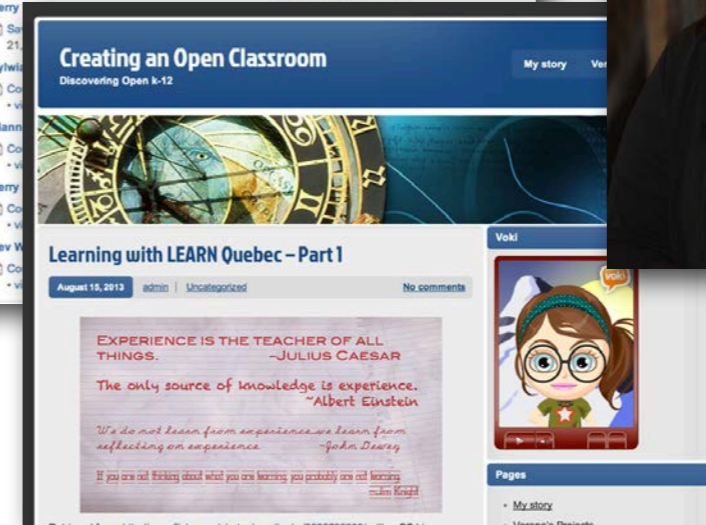
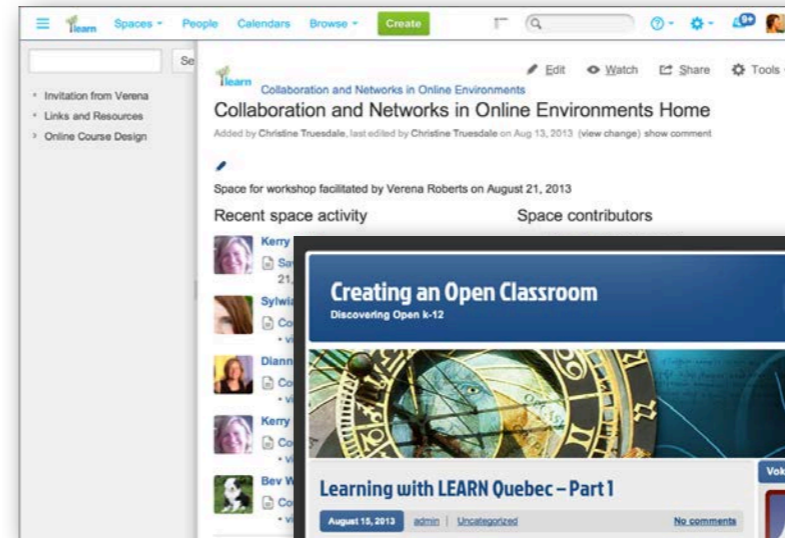
- Use of *Hootsuite* tool to manage feeds
- Addition of social media sharing buttons on the LEARN blog
- Tracking provenance of site referrals through social media tools with Google Analytics
- LEARN LinkedIn page
- Twitter Accounts - Main LEARN account and subject-area account
- Use of Twitter hashtag for Tablet Summit #tabsummit13



LEARN Staff Development and Welcome Back – August 21–23

Activities:

- PD for Pedagogical team with Verena Roberts
- Online teacher PD
- Overview of new features in Jira and Confluence
- Strategic Orientation day with LEARN team





Pedagogical Projects

2013–2014

How-To for Students

Description:

Common pedagogical processes broken down in a student-friendly way. These resources will be easily available on the web in a new student interface.

Future development can expand availability to mobile and tablet devices such as smart phones, iPads and Android tablets.

Rationale: Often, students know what they are supposed to do, but don't know *HOW* to do it.

Launched at QPAT 2013.

New content being developed, two new modules since last meeting: *Prepare for that History Exam* and *Écrire un récit d'aventure*.

howto.learnquebec.ca



Example: Comment écrire un article

Media element

Regarde ça !

The media element consists of two parts. The top part is a circular diagram with the title "Un article" and some text inside. The bottom part is a flowchart titled "Comment écrire un article?" showing a path through various steps and icons.

Step by step guide

The screenshot shows the "How-To" website interface. The main heading is "Écrire un article". Below it, there's a description: "Les articles qu'on retrouve dans les journaux et les magazines sont très divers. Les articles répondent aux questions essentielles suivantes : qui, quoi, où, quand, pourquoi, comment." There are sections for "Contexte", "Outils" (with examples like "Comment écrire un article de fond" and "Réviser un article"), and "À consulter" (with "Remue-méninges"). A "Prezi Edu Editor" watermark is visible. Below the main content, there are four steps: "Étape 1", "Étape 2", "Étape 3", and "Étape 4".

Tools for students

The screenshot shows several student worksheets. The top one is titled "Réviser un article de fond" and has a table for "Critères pour l'écriture d'un article" with columns for "Oui", "Un peu", and "Non". Below it is another worksheet titled "Comment écrire un article de fond" with sections for "Le titre et chapeau", "L'attaque", "L'illustration", "La légende", "Le corps", and "La chute". To the right is a vertical sheet titled "Marcher ensemble pour faire la différence!" with a list of instructions.

- Sponsored by LEARN and Encounters with Canada
- Students submitted an essay or a video response
- Contest was open to Secondary students between 14-17
- 5 students have won a 1 week trip to Ottawa to participate in an exchange with students from across Canada:

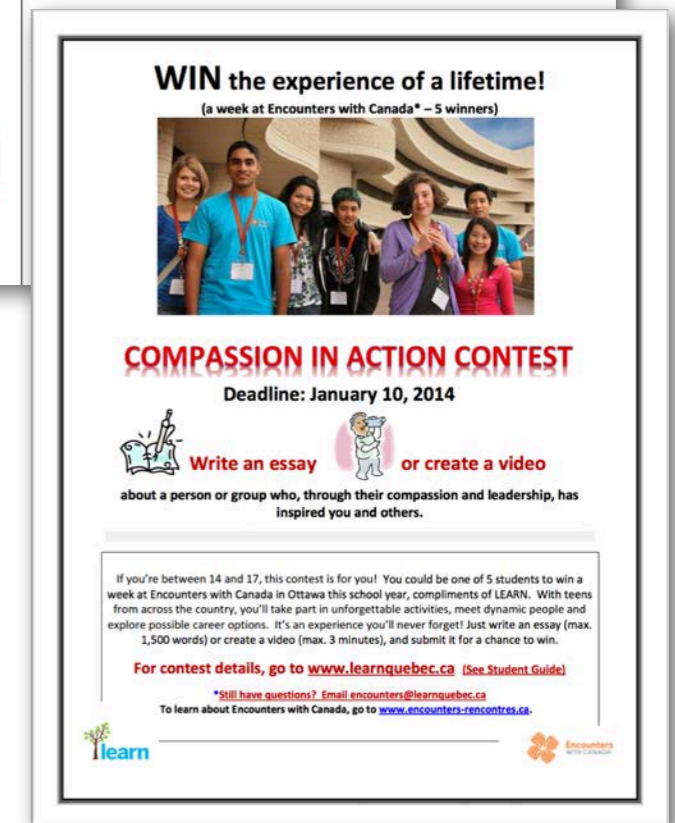
Andrew Yu Cao Grade 10, Selwyn House, QAIS: *Selfless Devotion*

Farid Djamalov Grade 9, St.George's School, QAIS: *It's Time to Solve the World's Biggest Issues*

Olivia Makinson Grade 10, St.Thomas High School, LBPSB: *Mercy Ships*

Kelly Pawliuk-Coderre Grade 10, Lakeside Academy, LBPSB: *A Day at Lakeside*

Chloe Shahinian Grade 10, The Study, QAIS: *The Sarah Cook Fund*



- Contest was open to FLS teachers at Preschool, Elementary, and Secondary levels
- Teachers submit a lesson plan, classroom idea, an activity, or LES
- Participants are entered in a raffle to win an iPad mini, drawings to be held March 3rd, or June 9th, 2014
- Prizes: First winner was drawn on March 3rd - Marie-Hélène Cormier, a teacher from New Richmond, ESSB won the first iPad mini
- Second winner was drawn on June 9th - Isabelle Busque, a teacher from CQSB.



ACCUEIL | À PROPOS | SERVICES ET PUBLICATIONS | NOUS JOINDRE | AIDE | PLAN DU SITE | ENGLISH | Rechercher

learn Langues

Nom d'utilisateur:

Vous êtes dans la section des Enseignants - Préscolaire/Primaire .
(Cliquez pour changer de section.)

Curriculum du primaire

Curriculum

- Éducation préscolaire
- Langues
 - Français langue seconde
 - Page d'accueil
 - Qui sommes-nous?
 - Notre communauté
 - Ressources culturelles
 - Ressources grammaticales
 - Ressources pédagogiques
 - Documents du MELS
 - Ressources littéraires et médiatiques
 - Outils
 - SAÉ et SÉ
 - Cyberconférences
 - Archives
 - Univers social
 - Domaines généraux de formation
 - Développement professionnel
- Pédagogie
- Formation et perfectionnement
- MELS SSCAAPN

Vous êtes ici: Curriculum>Langues>Français langue seconde>

CONCOURS 1-2-3: ON PARTAGE !

Apprendre, partager, tant qu'y a de l'échange, y'a de l'espoir !

Grand Corps Malade

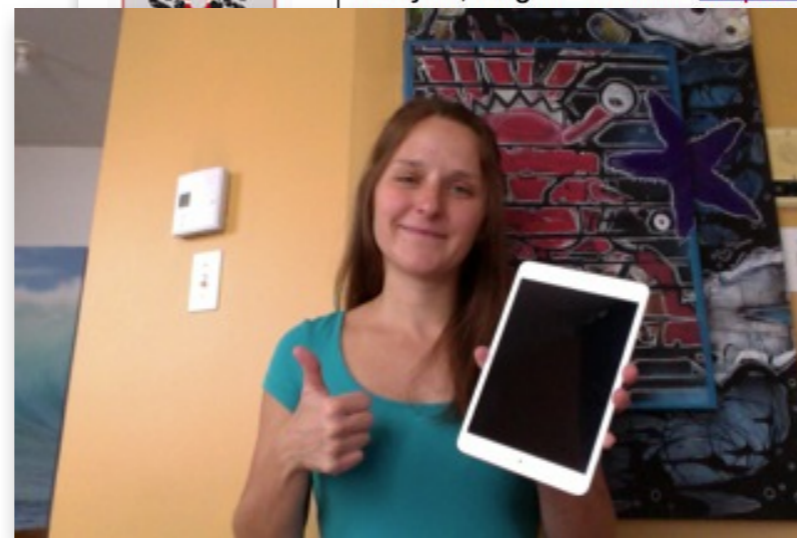


PARTICIPEZ ET GAGNEZ UN DES DEUX I-PADS MINI.

[Affiche du concours.](#)

Vous enseignez le FLS au niveau préscolaire est pour vous !

Vous pouvez participer en **UN SEUL** activité, un projet, une leçon, une présentation d'apprentissage que vous avez créé en français, langue seconde. [Cliquez ici](#)




Concours 1-2-3 : on partage !

Apprendre, partager, tant qu'y a de l'échange, y'a de l'espoir !
Grand Corps Malade



Participez en **UN SEUL CLIC** en téléchargeant une activité, un projet, une leçon, une idée ou une SAÉ que vous avez créé pour vos classes de FLS.

learnquebec.ca
<http://tinyurl.com/123partage>

Participez et gagnez un des deux iPads mini !

Chacune de vos soumissions vous donne droit à un bulletin de participation pour le tirage des prix.

Plus vous participez, plus vous augmentez vos chances de gagner !

Tirages : 3 mars et 9 juin 2014

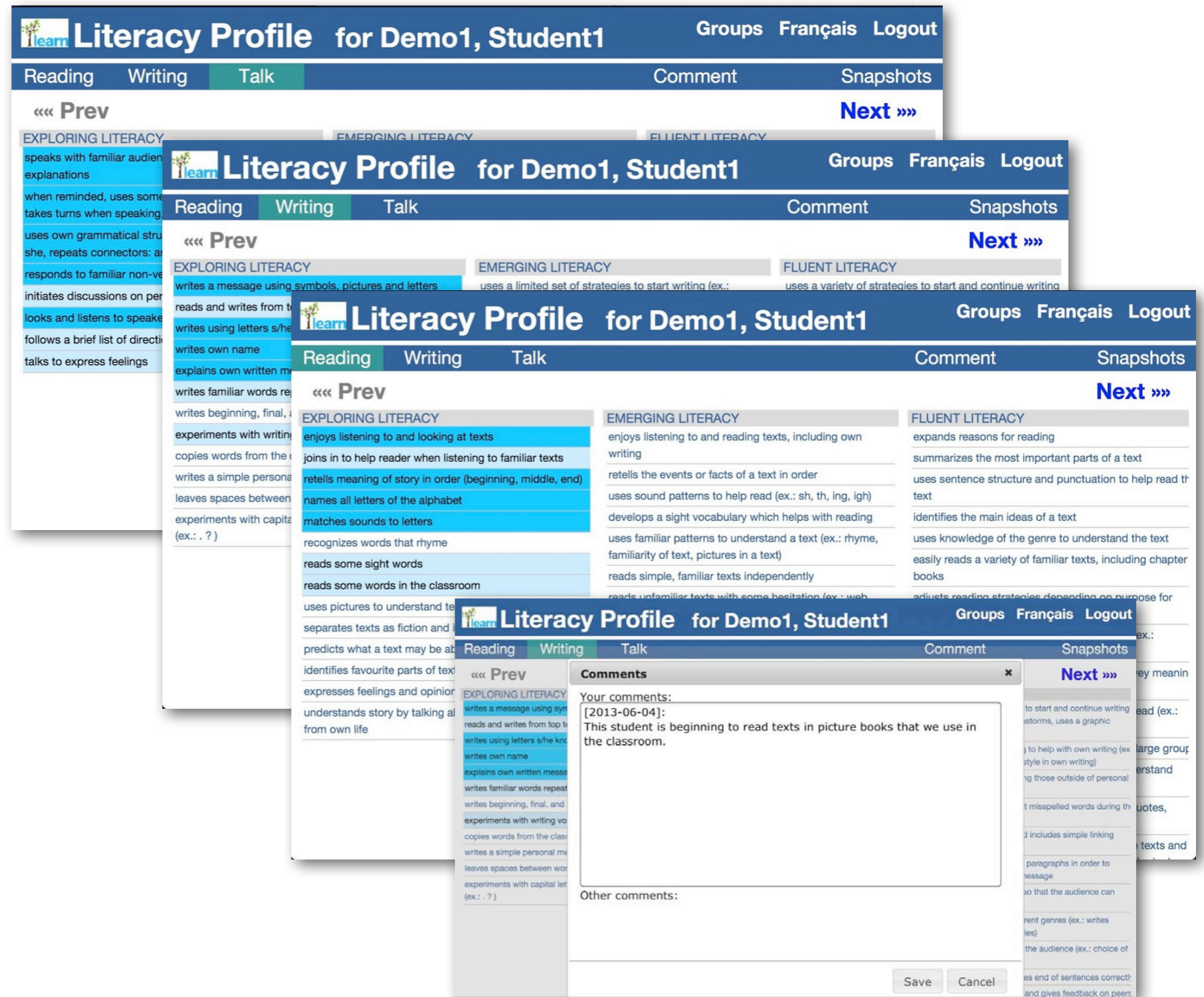


Description:

Create a mobile-friendly Web version of the Language Literacy Continuum (based on Riverside's SLP continuum).

Development and Pilot 2013-2014

- Pilot with RSB and SWLSB in two Cycle 1 classrooms
- Vanguard School to continue using tool this year across cycles
- Edit and revise English support guide, translate and adapt guide into French
- EMSB pilot - training with print guide, working with complementary services and 7 schools



The screenshot displays the 'Literacy Profile' web application for 'Demo1, Student1'. The interface is organized into several layers:

- Top Layer:** Navigation tabs for 'Reading', 'Writing', and 'Talk'. The 'Writing' tab is currently selected. There are also buttons for 'Comment' and 'Snapshots'.
- Second Layer:** A grid of literacy skills categorized into three levels: 'EXPLORING LITERACY', 'EMERGING LITERACY', and 'FLUENT LITERACY'. Some skills are highlighted in blue, indicating they are selected or active.
- Third Layer:** A 'Comments' dialog box is open, showing a comment from [2013-06-04]: 'This student is beginning to read texts in picture books that we use in the classroom.' There are 'Save' and 'Cancel' buttons at the bottom of the dialog.
- Bottom Layer:** A 'Next' button is visible, suggesting a progression through the profile.

LEARN-RÉCIT Tech and Learning Summit – October 20, 2014

- Theme for 2014:
Connected Learning - Connected Lives
- Call for Proposals open until June 13th
- Hashtag: #techlearn2014
- summit.learnquebec.ca

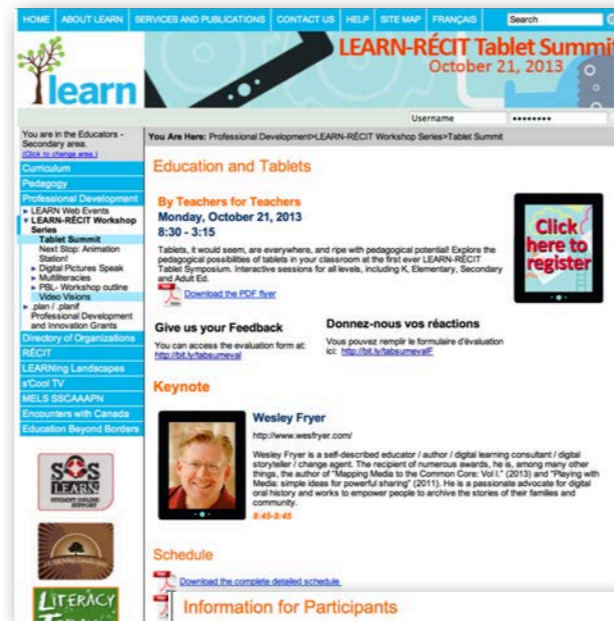


The image shows a screenshot of the LEARN-RÉCIT website and a flyer for the summit. The website header includes "LEARN-RÉCIT Technology and Learning Summit 2014" and navigation links for "SUBMIT A WORKSHOP PROPOSAL" and "HOME". The main banner features the title "CONNECTED LEARNING - CONNECTED LIVES" and a call for submissions until June 13th, 2014. A "VIEW EVENT" button is visible. The event details section shows the date "20/10/2014" (8:30 - 3:15) and location "Laval Sheraton Laval". A "TWEET OUR HASHTAG" section includes a "Tweet #techlearn2014" button. The flyer on the right mirrors the website content, featuring a colorful graphic with icons for "SHARE", "LINK", "SOLVE", "CREATE", "GROW", and "CONNECT". It also includes the event details and the website URL <http://summit.learnquebec.ca>.

LEARN-RÉCIT Tablet Summit

October 21, 2013

- 240+ local presenters and participants from:
 - AJDS, CQSB, EMSB, ESSB, ETSB, LEARN, LBPSB, NFSB, McGill, MELS, QAIS, RSB, SWLSB, WQSB
- 25 sessions - 1 full day, 3 half-day and 21 60-90 minute sessions



Information for Participants

Click on the links below for details on what to bring, what resources to consult and what apps to download and install on your tablet or computer prior to the sessions you'll be attending.

Block 1 10:00 - 12:00	Block 2 1:00 - 2:00	Block 3 2:15 - 3:15
<ul style="list-style-type: none"> Integrating the iPad into Classroom Practice Lisa Diner, Karen Rye & Shelley Longney Documenting Learning in a Play-Based Classroom Nancy Mundt & Melanie Stonebanks Apps for Research Liy Laganière & Sandra Bebbington Fast and Easy: Learn to Make Movie Trailers with iMovie Catherine Rendell-Green iPad Learn: I conquered Intellectual Operations using Mobile Tech and Social Media in the History Class Paul Rombough & Matt Russell Pedagogical Projects that Foster Communication between Classes (PELIQ-AN II) Elaine Roy & Manuela Pasinato The Tablet (iPad) in Day-to-Day Class Activities Within the Adult sector Jason Bronshter, Patrick Morrier & Avi Spector Digital Student Portfolios: Redefining assessment using iPads and the cloud Tanya Avrih OMG! What am I going to do with 1 iPad and 24 kids? Danna Dworkind & Tami Brewster 	<ul style="list-style-type: none"> Strategies and Apps in Ethics and Religion Anne-Marie De Silva & Paul Rombough Do I can with iPads Lisa Diner & Wendy Hamilton Quand FLS rime avec iPad Julie Paré & Kristine Thibeault Using the iPad in Literacy Centres in a Cycle 1 Classroom Véronique Lemay & Chrissy Mohammed A Teacher's Guide to Flipping the Classroom with an iPad: Part 1 Avi Spector Visual Notetaking with Brushes for iPad - Part 1 Wesley Fryer & Susan van Gelder The Good, Bad and Ugly of Flipping a 1to1 iPad Project - Panel Discussion Carmen Bowles & Brenda Beatty Transforming teaching and learning at the secondary level - PART 1 Annie Martin & Mathieu Majeau Tant d'activités d'apprentissage à une multitude d'applications: comment trouver le bon «match»? Caroline Dupuis & Kish Gué 	<ul style="list-style-type: none"> Using Technology to Develop Early Mathematical Competencies Anne Wade & Einat Idan iPads in the Cycle 3 Math Classroom Karen Rye & Monica Vassiliou Portfolios, Self-Regulated Learning and iPads Thomas Stenzel iPads for Administrators and Teacher Leaders Sam Bruzzone Visual Notetaking with Brushes for iPad - Part 2 Wesley Fryer & Susan van Gelder A Teacher's Guide to Flipping the Classroom with an iPad: Part 2 Avi Spector Transforming teaching and learning at the secondary level - PART 2 Annie Martin & Mathieu Majeau Digital Story Telling with the iPad Josée Salvatore & Martine Viau Keeping it real with tablets in 1st and 2nd language classrooms Tracy Rosen
<p>ALL DAY SESSION 10:00 - 3:15</p> <ul style="list-style-type: none"> Claymation on iPads w/ Chris Colley & Dale Mackenzie 		





Keynote Speaker:

Wesley Fryer



Sessions

- *Your Table[t] d'hôte Today* - was recorded for later viewing online, presentation available online
- *Visual Notetaking with Brushes for the iPad* (with Susan van Gelder) - links to material available on the LEARN website

LEARN-RÉCIT Tablet Summit
October 21, 2013

Session: **Visual Notetaking with Brushes for iPad**
Animators: **Wesley Fryer**

Description:
Visual notetaking is a process of representing ideas non-linguistically. (That's a fancy way of saying, "drawing pictures.") Visual notetaking can include concept mapping, but also more artistic ways of visually capturing and representing ideas. On the simpler side of the visual notetaking continuum, visual notes can be used to create narrated art. On the complex end of the spectrum, some visual notetaking applications support the creation of whiteboard animation videos which include audio narration synchronized to screencasts of drawings. Join the creative fun in this session and explore how visual notetaking can become a valuable tool for student learning in your classroom!

Information for participants:
Please bring your own iPad if you have one! Some iPads will be available for use during the session.

Apps used during the workshop:

- Brushes 3

From Mapping Media to the Common Core: [Visual Notetaking](#)

Books of Interest

The Sketchnote Handbook: The illustrated guide to visual note taking by Mike Rohde
Peachpit Press, 2013

Steal Like an Artist by Austin Kleon
Workman Publishing Co. 2012

Mapping Media to the Common Core
by Wesley Fryer, Ph.D.
@wryer

What do you want to CREATE today?

Visual Notetaking

DEFINITION
Visual notetaking is a process of representing ideas non-linguistically. (That's a fancy way of saying, "drawing pictures.") Visual notetaking can include concept mapping, but also more artistic ways of visually capturing and representing ideas. On the simpler side of the visual notetaking continuum, visual notes can be used to create narrated art. On the complex end of the spectrum, some visual notetaking applications support the creation of whiteboard animation videos which include audio narration synchronized to screencasts of drawings. Visual or graphic facilitation can be used at meetings to summarize presentations and guide discussions. Whether simple or complex, visual notes can be used to more deeply process information as well as communicate it to others with images.

Rachel Smith provides an excellent overview of visual notetaking, which she calls "visual recording." In the first three minutes of her video, "Visual Recording on the iPad."

Visual Recording on the iPad

What do you want to CREATE today?

- Interactive Writing
- Narrated Art
- Radio Show
- 5 Photo Story
- Visual Notetaking
- Narrated Slices/Screencast
- Puppet Video
- Quick Edit Video
- E-BOOK
- Geo Map or Game
- Simulation
- Digital Story

<http://maps.playingwithmedia.com>

LEARN-RÉCIT Tablet Summit

October 21, 2013

Preliminary comments from evaluation forms

Highpoints

- *The workshops offered by teachers are always relevant!*
- *Getting to try to make a (movie) trailer. I can do this with some practice.*
- *Practical practices of what was learned during the first session*
- *L'inspiration ! Voir comment on peut se débrouiller avec peu.*

Reflection - what did you learn

- *The idea of using the iPad to explore creativity and demonstrate understanding.*
- *That the emphasis is not on apps but on student productivity, creativity and much more.*
- *We have a great network out there!!!!*
- *Nous sommes les pédagogues, la technologie devrait être au service de notre enseignement et non le contraire!*

How I will use what I learned

- *Will be trying some of the ideas I got today in my class tomorrow!*
- *Stop using it as I do which is really practising concepts and start using it for the children to create.*
- *I have so much in my notes to go through. I have come away with a lot of valuable information.*
- *Once I get the apps I need, the possibilities are endless.*

Comments

- *Appreciated that the sessions were given by present teachers in today's classrooms with multiple levels of intelligences.*
- *Merci pour cette belle journée: bien organisé, intéressante, etc. et pour la disponibilité de votre équipe!*

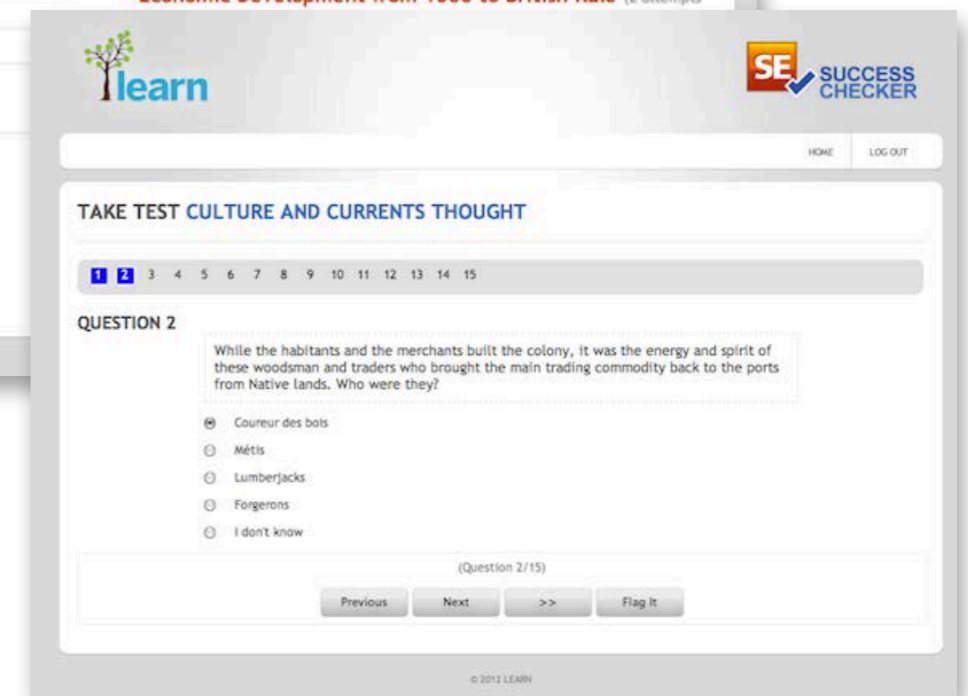
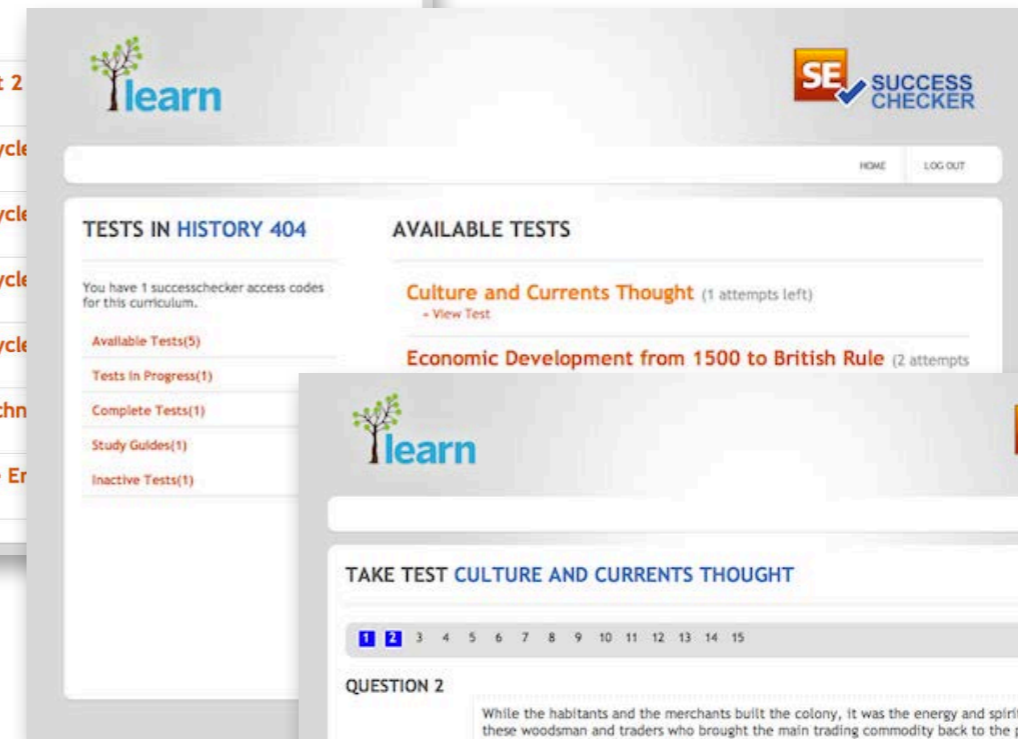
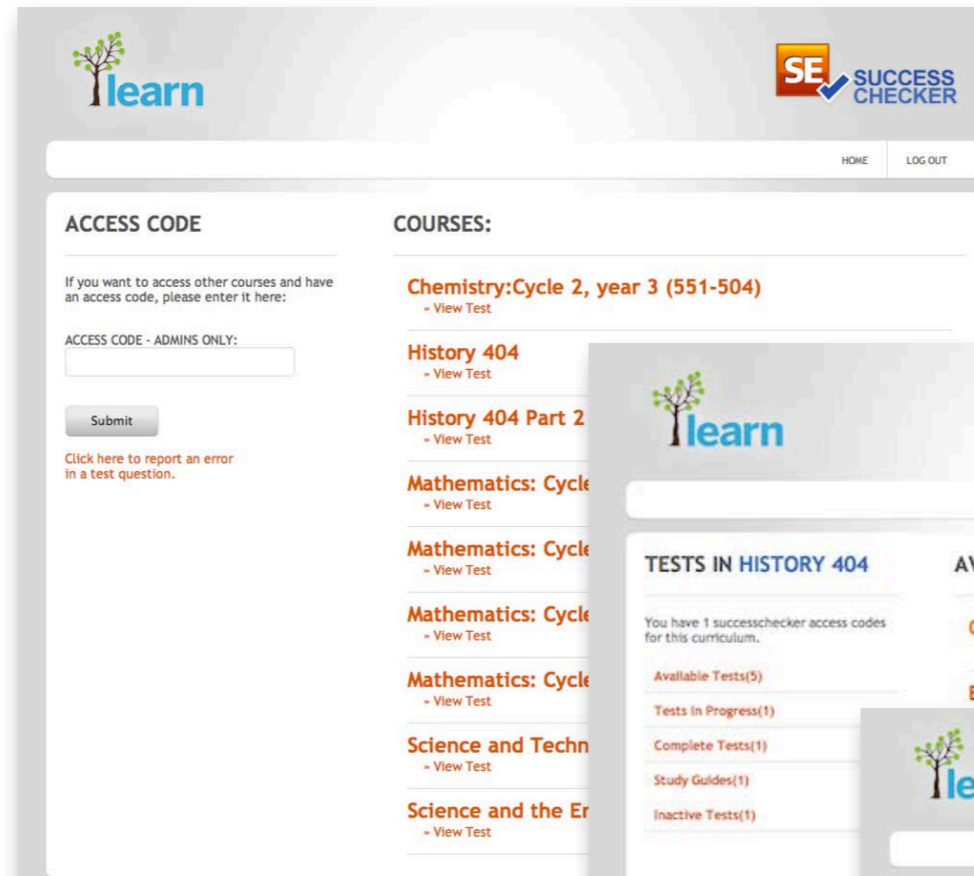
Appreciative email

"...your team, did an incredible job putting everything together for the Tablet Summit. It was the best PD day I've had to date. I loved every workshop I attended. We were really spoiled too ... lunch, snacks, a goodie bag. I could get used to this. Some of the consultants I met last May at your office remembered me! I was so honored. It was a very stress-free day, every detail was taken care of. I loved it. I hope your team does this again next year. I can imagine the countless hours and energy invested by many to make this day a success AND it was successful. You would have been proud to see everyone in action."





- New sections:
 - History 404
 - Math - TS Year 3
 - Physics
- Additional resources
- Customized study guides for students based on their responses





- Elementary Cycle 2
14 Curriculum Units:
Learning Activities
and Resources
- Adapted print
version for web
- Evaluation and
Observation Tools
available as PDFs

- Elementary Cycle 3
8 Curriculum Units:
Learning Activities
and Resources
- Adapted print
version for web
- Evaluation and
Observation Tools
available as PDFs

What is a community?

Intellectual CCCs

- Wh
- Wh
- Ho
- Ho

How do we consume?

- Wh
- For
- Wh
- Wh



HOME ABOUT LEARN SERVICES AND PUBLICATIONS CONTACT US HELP SITE MAP FRANÇAIS Search

learn **Work-Oriented Training Path**

Username: []

You are in the Educators - Preschool/Elementary area. [\(Click to change area.\)](#)

You Are Here: Curriculum>Work-Oriented Training Path> Home

Welcome!

This new site has been designed to provide you with essential information about the Work-Oriented Training Path (WOTP).

Whether you are a teacher, student, parent or administrator, you will find all of the program information that you need here.

[Video Contest](#)
Best submission will win a \$300 gift card from Future Shop
[Click here for details and entry forms](#)
DEADLINE: June 6th

About the WOTP

- Links to introductory curriculum documents
- Message for parents of WOTP students

Prewrite Training

- Subject Resources
- Practicum Resources
- Reference Documents
- Curriculum Resources

Training for a Semiskilled Trade

- Subject Resource
- Practicum Resources
- Reference Documents
- Curriculum Resources

[Career Development & WOTP Newsletter](#)

Updated: June 4, 2014, 3:04 PM

WOTP Community News

WOTP Mentoring Day 3: Thursday, April 3rd
[For more](#)

WOTP Mentoring Day 4: Wednesday, May 7th
[For more](#)

Elementary Curriculum

Curriculum

- Arts Education
- Career Development
- Languages
- Social Sciences
- Personal Development
- Math, Science & Technology Integrative Project
- Broad Areas of Learning
- Cross-Curricular Competencies
- Sex Education
- Work-Oriented Training Path

Home

- About the WOTP
- Prewrite Training
- Training for a Semiskilled Trade
- CD & WOTP Info
- Newsletter
- WOTP Video Contest 2014

Pedagogy

Professional Development

Directory of Organizations

RÉCIT

LEARNing Landscapes

s'Cool TV

MELS SSAACC

HOME ABOUT LEARN SERVICES AND PUBLICATIONS CONTACT US HELP SITE MAP FRANÇAIS Search

learn **Prewrite Training**

Username: []

You are in the Educators - Preschool/Elementary area. [\(Click to change area.\)](#)

You Are Here: Curriculum>Work-Oriented Training Path>Prewrite Training

Information for Prewrite Training

Unless otherwise specified, all documents are in Adobe Reader (PDF) format.

Subject Resources

There are 10 courses, and these courses are grouped in the same sequence as the other secondary pathways.

Languages

- English Language Arts (ELA)
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)
- Français langue seconde (FSL)
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)

Mathematics, Science & Technology

- Mathematics
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)
- Technological and Scientific Experimentation
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)

Social Sciences

- Geography, History and Citizenship Education
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)

Personal Development

- Physical Education and Health
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)
- Autonomy and Social Participation
 - [Program](#)
 - [Framework for the Evaluation of Learning](#)

Career Development

Elementary Curriculum

Curriculum

- Arts Education
- Career Development
- Languages
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- Broad Areas of Learning
- Cross-Curricular Competencies
- Sex Education
- Work-Oriented Training Path

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Pedagogy

Professional Development

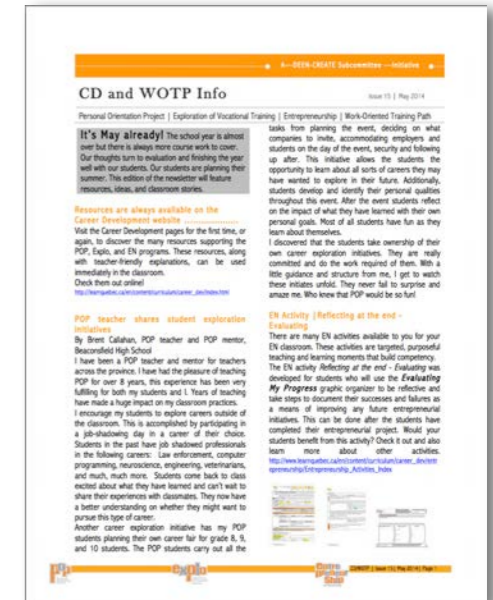
Directory of Organizations

RÉCIT

LEARNing Landscapes

s'Cool TV

MELS SSAACC



DEEN-CREATE Sub-Committee Newsletter



Information on MELS 4 Year-Old Program

Second Language Learning Section

HOME ABOUT LEARN SERVICES AND PUBLICATIONS CONTACT US HELP SITE MAP FRANÇAIS Search

All I really need to know, I learned in Kindergarten (Robert Fulghum)

learn Preschool Education

Username: [input] [button]

You are in the Educators - Preschool/Elementary area. [\(Click to change area.\)](#)

You Are Here: Elementary Curriculum>Preschool Education>4 Year-Old K Program

4 Year-Old Kindergarten

Full day Kindergarten for 4-Year-Olds from disadvantaged areas

This experimental program is being implemented in 2013 seven of the nine English School Boards of Québec.

The Program

Full Draft Version (July 9, 2013)

Areas of Global Development and Competencies Targeted

Interrelation between Kindergarten and 4 Year-Old Kindergarten programs

Competencies Targeted: Areas in the Global Development of the Child

Elementary Curriculum

- Preschool Education
 - 4 Year-Old K Program
 - Program Information
 - Educational Approaches
 - Special Needs-At Risk Learning Situations
 - Robotics
 - Shared Resources
 - Professional Development
 - K Community
 - Parents as Partners
 - Contact us
 - Arts Education
 - Personal Development
 - Languages
 - Social Sciences
 - Cross-Curricular Competencies

Curriculum

Pedagogy

Professional Development

Directory of Organizations

RÉCIT

LEARNing Landscapes

s'Cool TV

MELS SSCAAPN

Education Beyond Borders

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You are in the Educators - Preschool/Elementary area. [\(Click to change area.\)](#)

You Are Here: Elementary Curriculum>Preschool Education>Educational Approaches>Second Language

English and Second Language Learners

"Children whose first language is not French and who are enrolled in a French-speaking class for the first time may experience difficulties in mastering a second language.

*Teachers should take this into account both in providing learning support and in evaluating their competencies." ** As well, we also deal with children whose first language is not English and who are enrolled in an English-speaking class. Second language strategies will apply to both.*

Note: On this site, we refer to children whose first language is a language other than English as English language learners (ELL).

Second Language Development

English Language Learners in Kindergarten !! NEW !!

An extensive resource to help teachers understand how young English language learners, develop English over the course of a year.
» [Go to site](#)

Oral French Second Language Continuum

A table which shows the development aspects related to French Second Language acquisition.
» [Get PDF](#)

Competency 4 and English Language Learning (ELL)

The Kindergarten Development Profile includes typical observations for ELL students in Language Competency Development.
» [Get PDF](#)

Second Language Evaluation

English & Second Language Progress Report

An insert (Word Format) that can be included with the Provincial Report Card in order to provide information regarding second language and English learning progress.
» [Get WORD file](#)

MELS policy on evaluating second language learning

A short video clip that addresses the question: "What report card must be used for children who receive Welcoming Class services in French or who require additional support in learning French?"
» [View clip](#)

Elementary Curriculum

- Preschool Education
 - Program Information
 - Educational Approaches
 - K Development Profile
 - The K Competencies
 - Second Language
 - Learning & Play Learning Situations
 - Robotics
 - Shared Resources
 - Professional Development
 - K Community
 - Parents as Partners
 - Contact us
 - Arts Education
 - Personal Development
 - Languages
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Mathematics in Kindergarten

HOME ABOUT LEARN SERVICES AND PUBLICATIONS CONTACT US HELP SITE MAP FRANÇAIS Search

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learn Preschool Education

Username: Password:

You are in the Educators - Preschool/Elementary area. [\(Click to change area.\)](#)

Elementary Curriculum

- Preschool Education
 - 4 Year-Old K Program
 - Program Information
 - Educational Approaches
 - K Development Profile
 - The K Competencies
 - Competency 1
 - Competency 4
 - Competency 5**
 - Competencies 5 & 6
 - Competency 6
 - Second Language Learning & Play
 - Kindergarten Videos
 - Special Needs-At Risk Learning Situations
 - Robotics
 - Shared Resources
 - Professional Development
 - K Community Contact us
 - Arts Education
 - Personal Development
 - Languages
 - Social Sciences
 - Math, Science & Technology
 - Cross-Curricular Competencies

Curriculum

Pedagogy

Professional Development

Directory of Organizations

RÉCIT

You Are Here: Elementary Curriculum>Preschool Education>Educational Approaches>The K Competencies>Competency 5

Competency 5: To construct his/her understanding of the world

Mathematics Through Play in Kindergarten: Activities

This section offers examples of **mathematics activities** that can be done in natural, spontaneous and playful situations along with **videos** illustrating the **behaviours that can be observed** in the different **learning contexts** created when implementing these activities.

Complete Document:

- [Mathematics Through Play in Kindergarten](#) (PDF)

Sections

- [Table of contents and Introduction](#)
- [1- Mastering the Counting Sequence, i.e Rote Counting](#)
- [2- Identifying, Writing and Representing Numbers 1 to 10](#)
- [3- Associating a Numeral with the Number of Objects in a Collection](#)
- [4- Developing the Ordinal Concept of Numbers](#)
- [5- Composing and Decomposing Numbers into their Parts](#)
- [6- Classifying and Recognising/Making Patterns](#)
- [References, on-line references, Web resources for teachers](#)

Related Materials and Manipulatives

The materials and manipulatives that accompany this document are available in the [Kindergarten On-Line Community](#).

- Log into your LEARN account
- Go to **Learning and Community Portals (Sakai)**.
- They are in the **"RESOURCES"** under the Kindergarten Communi

Mathematics Through Play in Kindergarten

"Through their play and spontaneous activities, children express themselves, experiment, construct their learning, structure their thoughts and develop their world-view. They learn to be themselves, to interact with others and to solve problems. They develop their imagination and creativity. Spontaneous activity and play are their way of mastering reality: this justifies giving play a central place in preschool education and organizing the space and time accordingly."
GEP p. 52

Presented by **learn**

Illustrating Section 1- Mastering the counting sequence, i.e. rote counting



Activity: Calendar Counting

Child uses a counting strategy to determine what day comes next. At the end she completes the simple pattern of images.



Activity: Calendar Counting

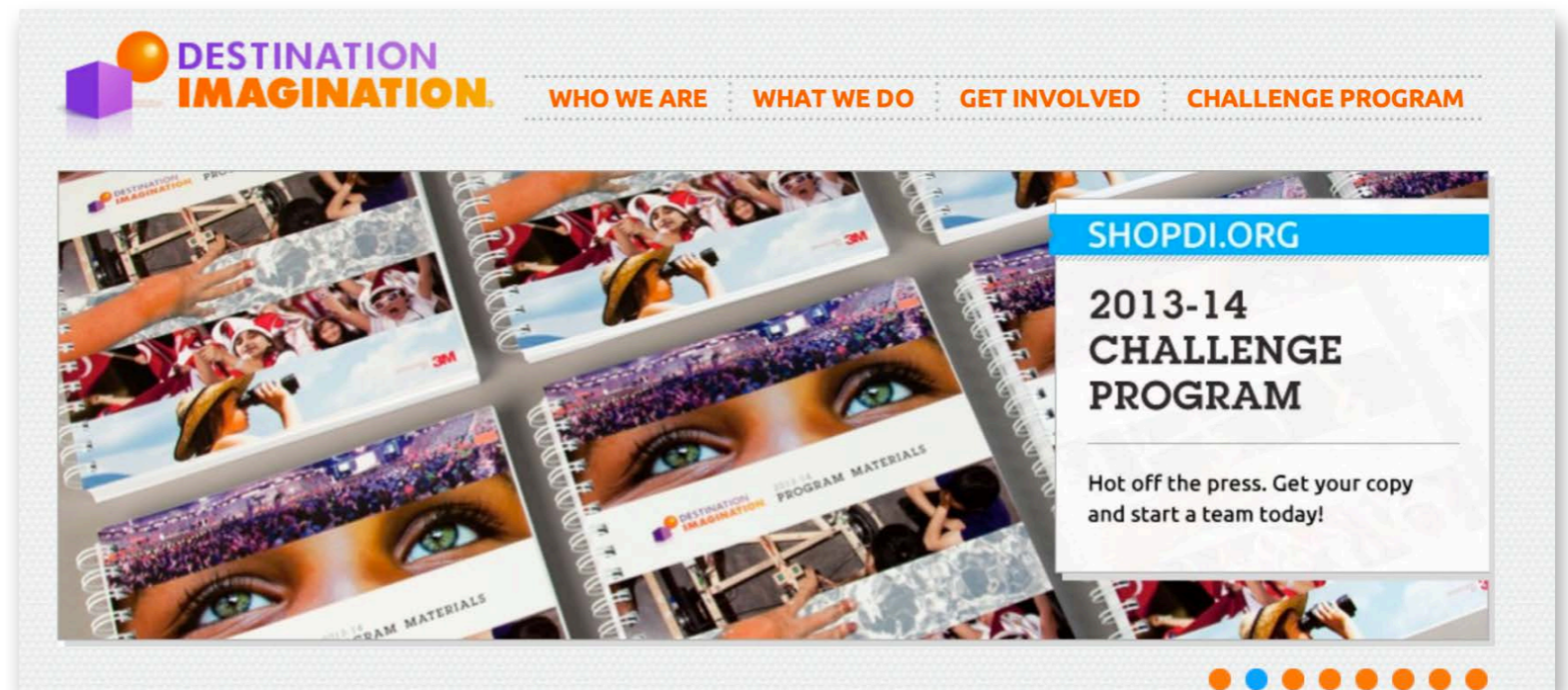
Child uses a counting strategy to determine the number of days before an event.



LEARN to sponsor up to 2000 students for the *Challenge Program*:

Goal of the program is to teach students 21st century skills. It provides opportunities for kids to learn how to work together, solve problems effectively and experience the creative process.

Currently sponsoring classes from ESSB and QAIS schools



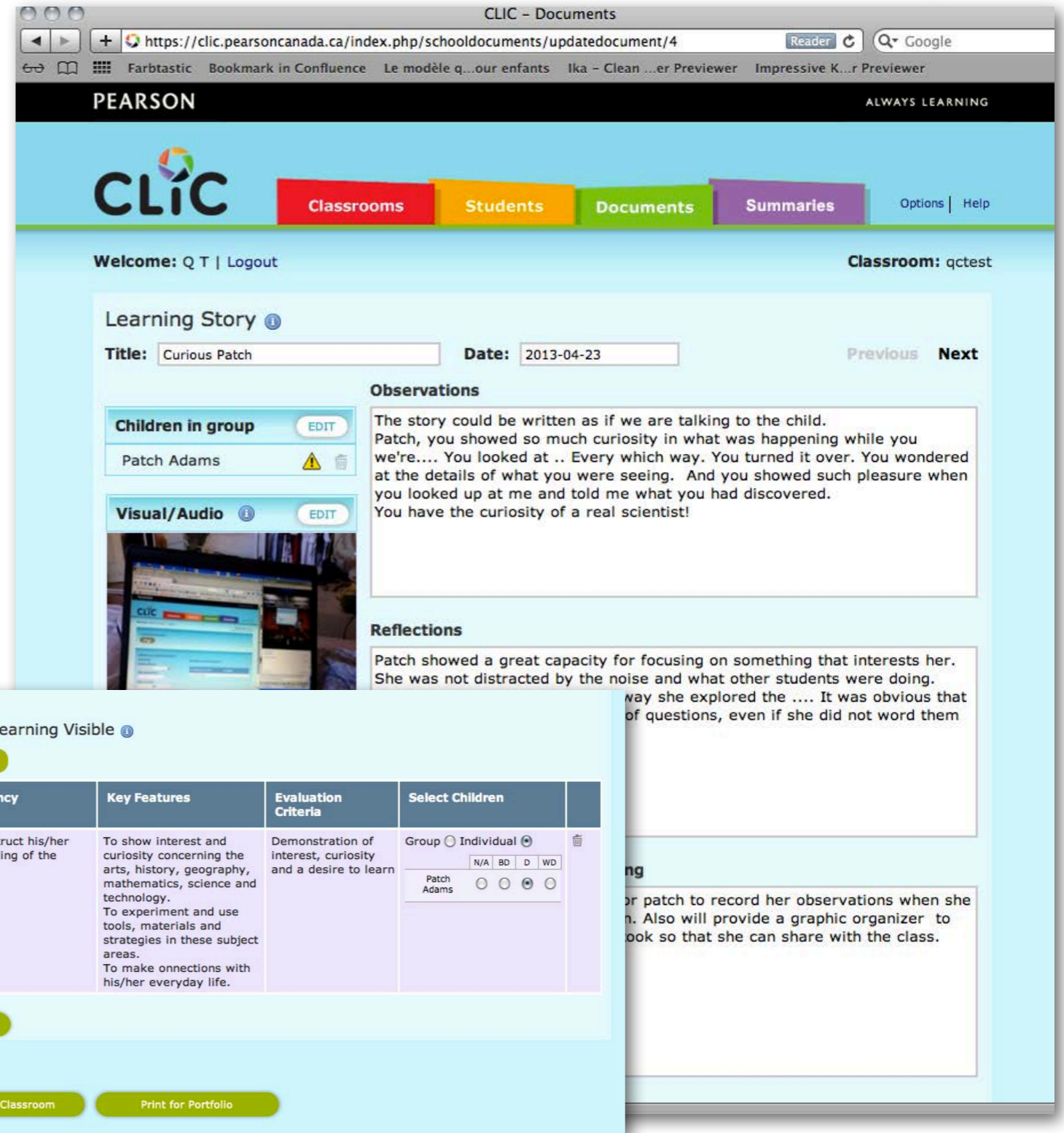
Description:

CLIC is an observation tool for Preschool teachers developed by Pearson Education.

Coordination of pilot with Pearson

Development and Pilot

- Contribution of Preschool QEP - competencies and evaluation criteria
- Pilot in 2013-2014 with Riverside and Sir Wilfrid Laurier
- Pilot could be extended in 2014-2015 for new version with iPad App, based on demand in the community



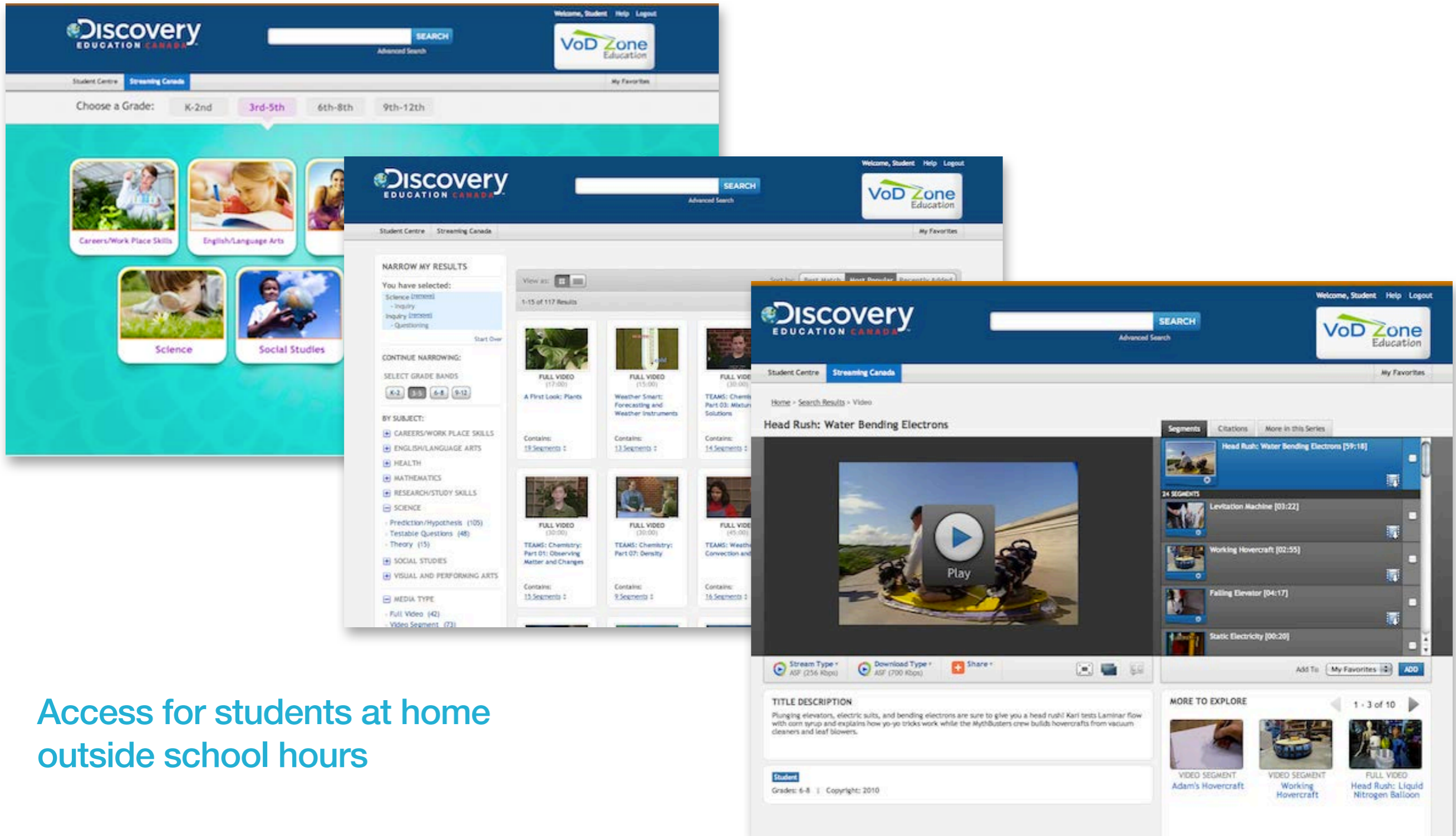
The screenshot shows the CLIC web application interface. The browser address bar displays the URL: <https://clic.pearsoncanada.ca/index.php/schooldocuments/updatedocument/4>. The page header includes the Pearson logo and the text 'ALWAYS LEARNING'. The main navigation menu has tabs for 'Classrooms', 'Students', 'Documents', and 'Summaries'. The user is logged in as 'Q T' and is viewing a 'Learning Story' for a child named 'Patch Adams' in a classroom named 'qctest'. The 'Learning Story' section includes a title field with 'Curious Patch', a date field with '2013-04-23', and buttons for 'Previous' and 'Next'. Below the title, there are sections for 'Observations' and 'Reflections'. The 'Observations' section contains a text box with the following text: 'The story could be written as if we are talking to the child. Patch, you showed so much curiosity in what was happening while you we're.... You looked at .. Every which way. You turned it over. You wondered at the details of what you were seeing. And you showed such pleasure when you looked up at me and told me what you had discovered. You have the curiosity of a real scientist!'. The 'Reflections' section contains a text box with the following text: 'Patch showed a great capacity for focusing on something that interests her. She was not distracted by the noise and what other students were doing. way she explored the It was obvious that of questions, even if she did not word them'. Below the 'Observations' and 'Reflections' sections, there is a 'Making Learning Visible' section with a table. The table has four columns: 'Competency', 'Key Features', 'Evaluation Criteria', and 'Select Children'. The 'Competency' column contains the text '5. To construct his/her understanding of the world'. The 'Key Features' column contains the text 'To show interest and curiosity concerning the arts, history, geography, mathematics, science and technology. To experiment and use tools, materials and strategies in these subject areas. To make onnections with his/her everyday life.'. The 'Evaluation Criteria' column contains the text 'Demonstration of interest, curiosity and a desire to learn'. The 'Select Children' column contains a dropdown menu for 'Group' set to 'Individual' and a radio button for 'Patch Adams' which is selected. Below the table, there are buttons for 'Select', 'Save', 'Print for Classroom', and 'Print for Portfolio'.

Licensed Educational Content provided through LEARN to our Community





Books paired with videos for students from Preschool to Cycle 2, Year 1



Discovery Education Canada VoD Zone Education

Welcome, Student Help Logout

SEARCH Advanced Search

Student Centre Streaming Canada My Favorites

Choose a Grade: K-2nd 3rd-5th 6th-8th 9th-12th

Careers/Work Place Skills English/Language Arts Science Social Studies

NARROW MY RESULTS

You have selected:

- Science (12000)
- Inquiry (12000)
- Inquiry (12000)
- Questioning

CONTINUE NARROWING:

SELECT GRADE BANDS

6-2 3-5 6-8 9-12

BY SUBJECT:

- CAREERS/WORK PLACE SKILLS
- ENGLISH/LANGUAGE ARTS
- HEALTH
- MATHEMATICS
- RESEARCH/STUDY SKILLS
- SCIENCE
 - Prediction/Hypothesis (105)
 - Testable Questions (48)
 - Theory (15)
- SOCIAL STUDIES
- VISUAL AND PERFORMING ARTS

MEDIA TYPE

- Full Video (42)
- Video Segment (73)

1-15 of 117 Results

View as:

FULL VIDEO (17:00) A First Look: Plants Contains: 15 Segments

FULL VIDEO (15:00) Weather Smart: Forecasting and Weather Instruments Contains: 13 Segments

FULL VIDEO (30:00) TEAMS: Chemistry Part 03: Mixture Solutions Contains: 14 Segments

FULL VIDEO (30:00) TEAMS: Chemistry Part 01: Observing Matter and Changes Contains: 15 Segments

FULL VIDEO (30:00) TEAMS: Chemistry Part 07: Density Contains: 9 Segments

FULL VIDEO (45:00) TEAMS: Weather Convection and... Contains: 16 Segments

Discovery Education Canada VoD Zone Education

Welcome, Student Help Logout

SEARCH Advanced Search

Student Centre Streaming Canada My Favorites

Home > Search Results > Video

Head Rush: Water Bending Electrons

Segments Citations More in this Series

Head Rush: Water Bending Electrons [59:18]

24 SEGMENTS

- Levitation Machine [03:22]
- Working Hovercraft [02:55]
- Falling Elevator [04:17]
- Static Electricity [00:20]

Stream Type: ASF (256 Kbps) Download Type: ASF (700 Kbps) Share

TITLE DESCRIPTION

Plunging elevators, electric suits, and bending electrons are sure to give you a head rush! Kari tests Laminar flow with corn syrup and explains how yo-yo tricks work while the MythBusters crew builds hovercrafts from vacuum cleaners and leaf blowers.

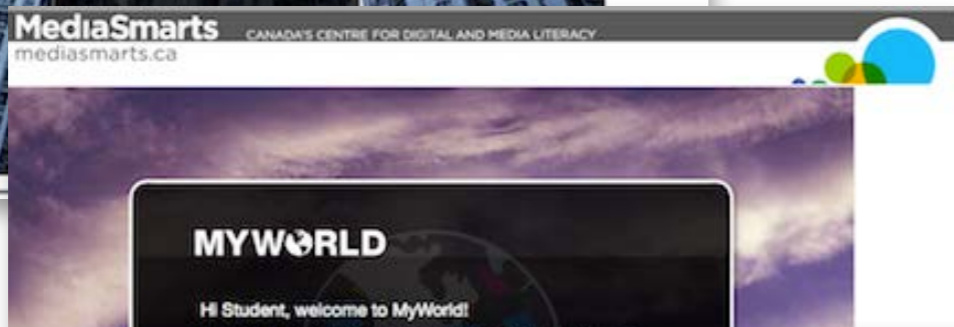
Student

Grades: 6-8 Copyright: 2010

MORE TO EXPLORE


- VIDEO SEGMENT Adam's Hovercraft
- VIDEO SEGMENT Working Hovercraft
- FULL VIDEO Head Rush: Liquid Nitrogen Balloon

Access for students at home
outside school hours



Reality check!
Evaluating Online Information

An Independent Study Unit



MODULE 1: INTRODUCTION	MODULE 5: WHEN
MODULE 2: WHY	MODULE 6: WHERE
MODULE 3: WHO	MODULE 7: HOW
MODULE 4: WHAT	

© 2008 Media Awareness Network

Learning for a Better Tomorrow Hello, LEARN User - Logout
Toll-Free: 1-855-ZEGENIE - Email: contact@ZeGenie.com

Geometry

- 101 01. Basics of Geometry
 - 1. Introduction
 - Points, Lines and Planes
 - Vertically Opposite Angles
 - Parallel Lines and Transversals
 - Congruent Triangles
 - Congruent Right Triangles
 - 2. Distances
- X 02. Lines
- \triangle 03. Triangles and Similarity
- \odot 04. Circle Theorems
- \rightarrow 05. Similarities

Algebra

ZeGenie - The Virtual Teacher


Points, Lines and Planes

Axioms

Line

- Coincident points form an infinite number of lines

coincident



00:36 Powered by ZeGenie

Feedback



Educational Technology

2013–2014



Server Upgrade and Systems Updates

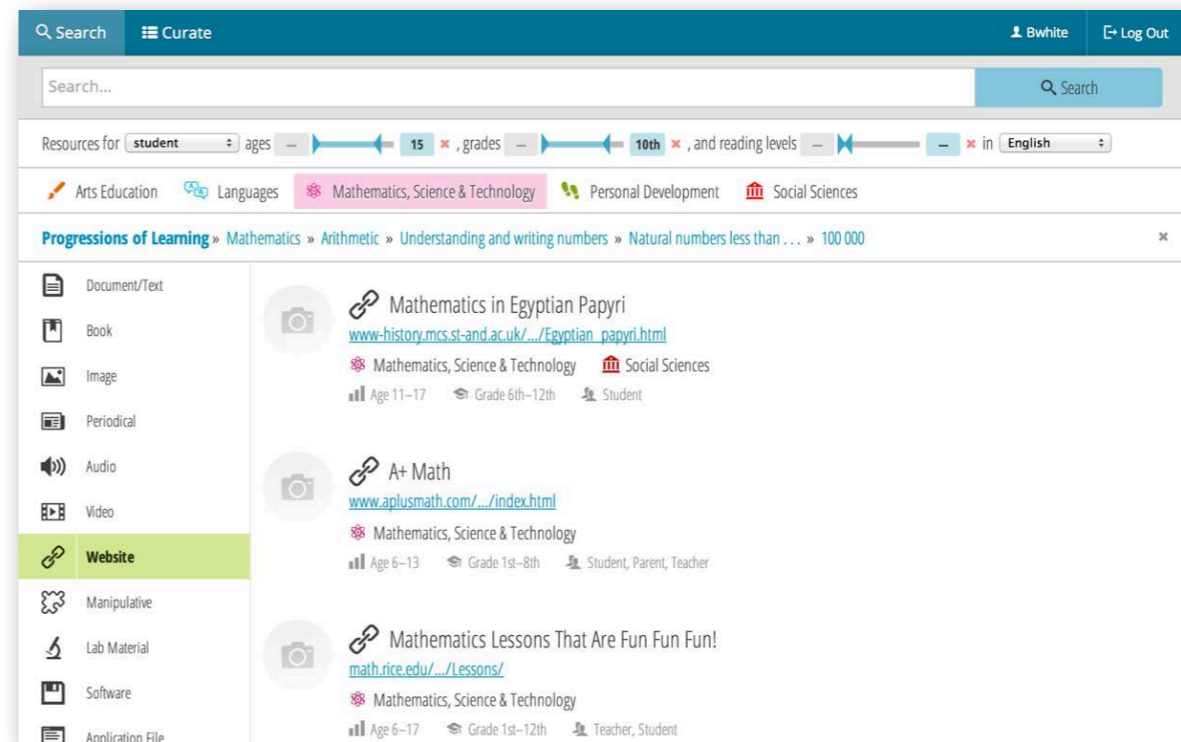
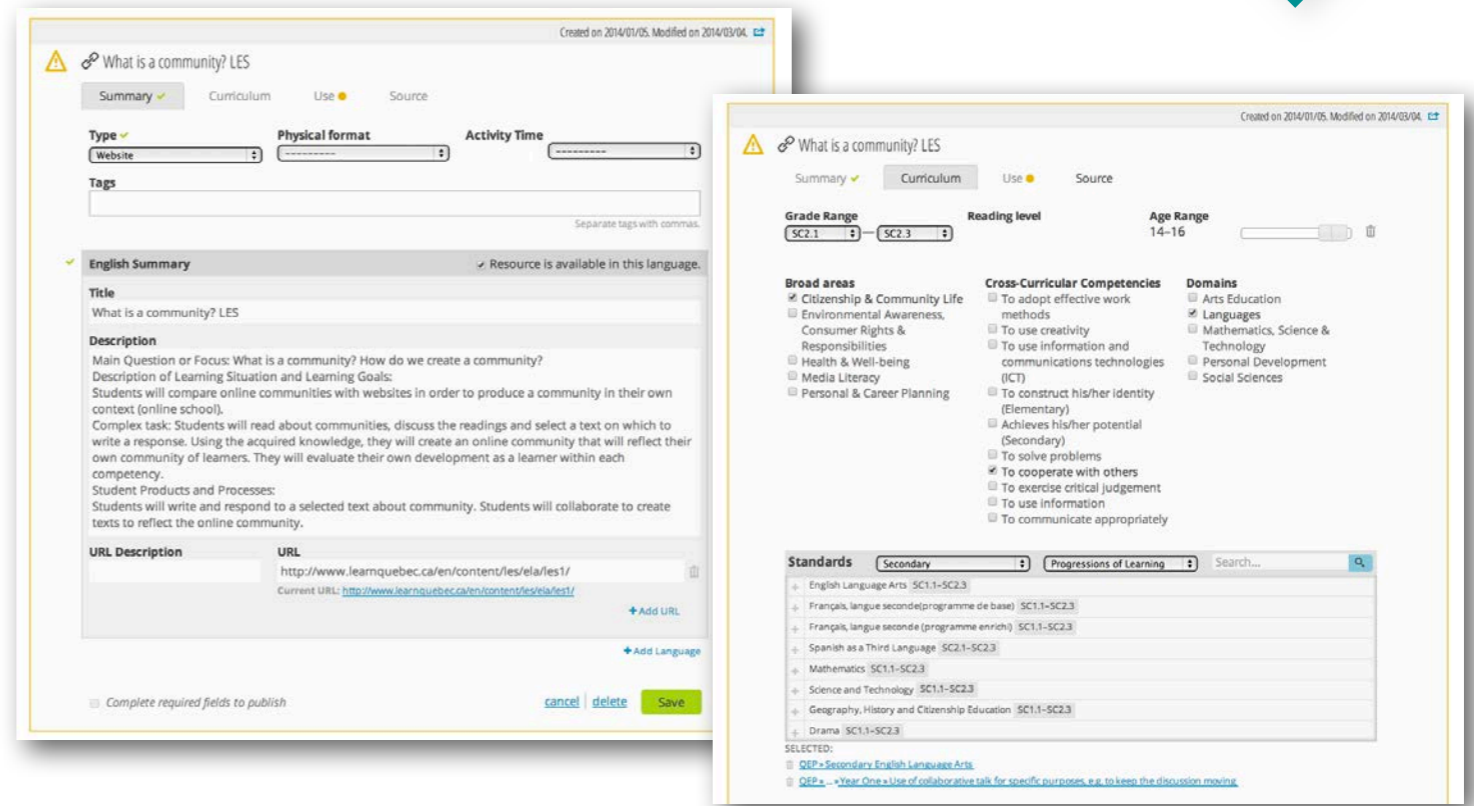
- Installation of new servers completed in July
- Upgrade of drives and memory modules completed in July
- Creation of new testing and development environments - ongoing
- Systems upgrades: installation of CentOS platform, Ubuntu upgrade
- Migration to new platform for all services - ongoing
- Updating services - ongoing
- Implementation of https protocol
- Installation and testing of SAML authentication server piloting with GRICS/Discovery Education

Objectives

Build a central database of available resources on the web tightly linked to our curriculum to be accessed by our community.

Development and Pilot

- Curation tool being developed to include QEP and Progressions of Learning
- Piloting with curators - LEARN pedagogical consultants, Board consultants and teachers to add resources for all subject areas
- Search interface developed



Objectives

Designed and developed by teachers and consultants at the RECIT en univers social (RECITUS), together with LEARN team members and other partner organizations, the Cartograf application responds to student skills contained in the Geography and History programs in the QEP, with other possible extensions in the curriculum.

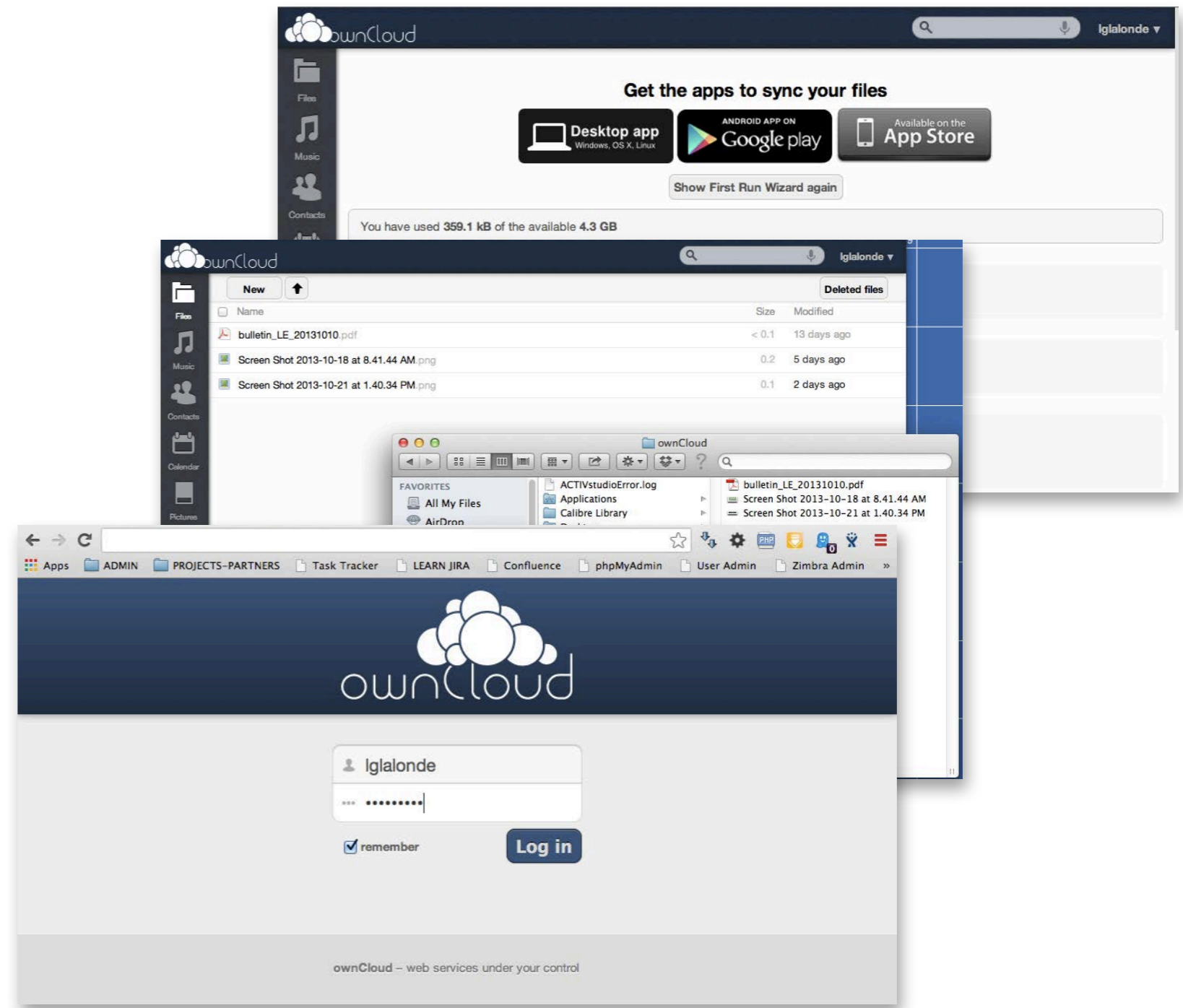
Development and Pilot

- Installed and hosted on LEARN servers
- Pilot with teachers to build learning activities using Cartograf in the classroom
- Development of a hands-on workshop focussing on the pedagogical use of the tool in the classroom
- TikiWiki platform was upgraded to latest version
- New features to be developed Winter 2014
- Online video tutorials created, web event featuring the tool was held and archived



Self-Hosted File Sync and Share Solution

- Installation of ownCloud server on LEARN infrastructure
- Alternative to *Dropbox*
- Allows for secure sharing of files from multiple devices
- Creation of test accounts
- First phase: pilot with internal LEARN users
- Installation and testing of client software for Mac/Windows, iOS apps and Android apps for devices
- Testing of *ownCloud Documents* when it becomes available - rich-text collaborative editing



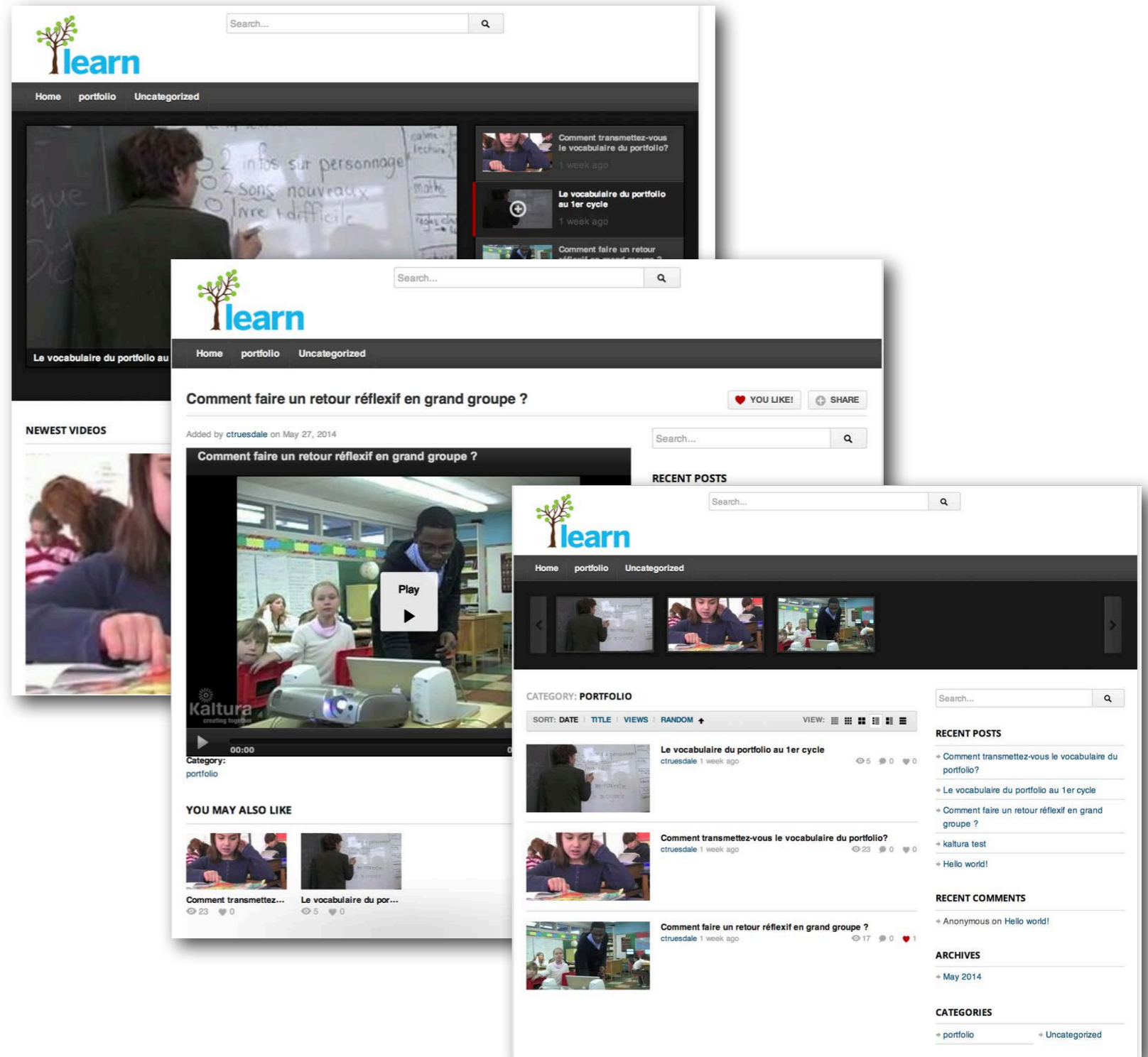
Secure Media Management & Delivery

Objectives

- Streamline upload, management and distribution of media files across our network and community through the use of Kaltura, an open source media platform

Update

- Integration with Wordpress blogs is in progress
- LEARN's Kaltura video collection to be accessible through a LEARN video channel
- Playlists presented according to categories
- Some collections to be online in Fall 2014



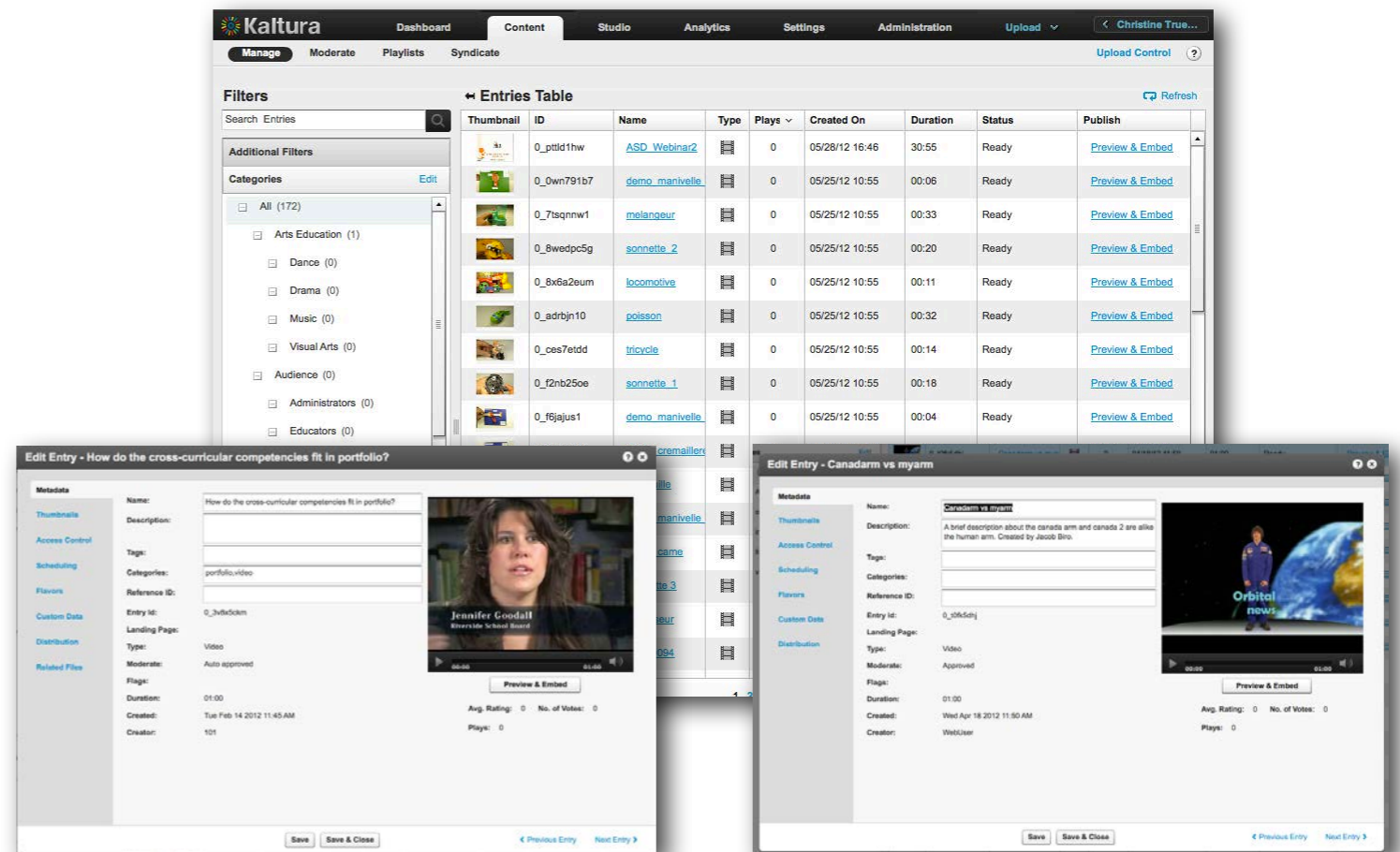
Secure Media Management & Delivery

Objectives

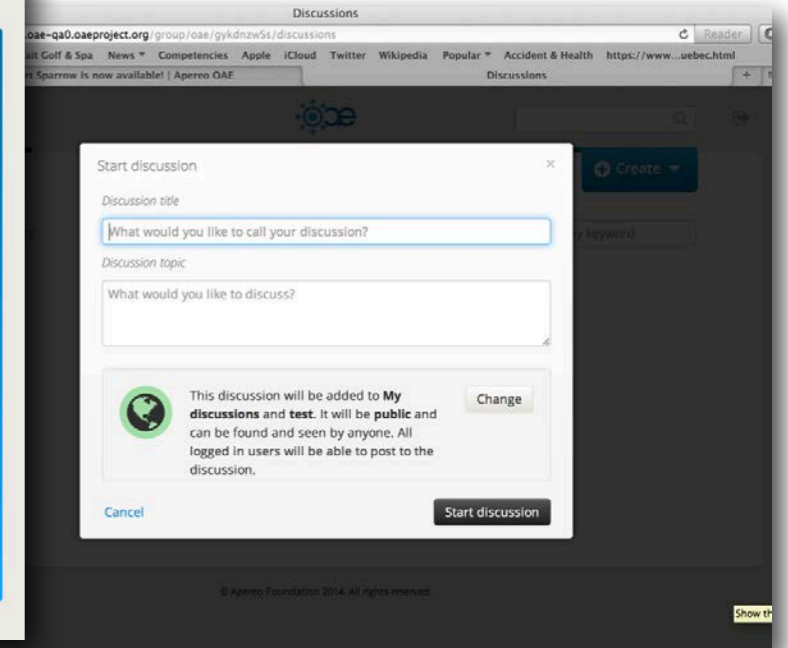
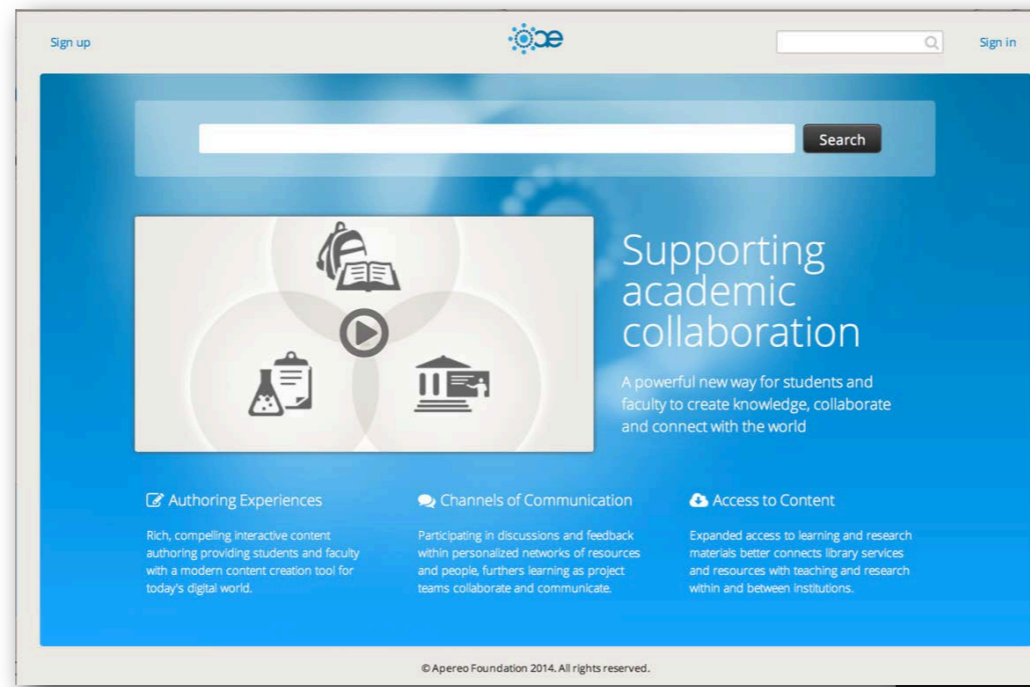
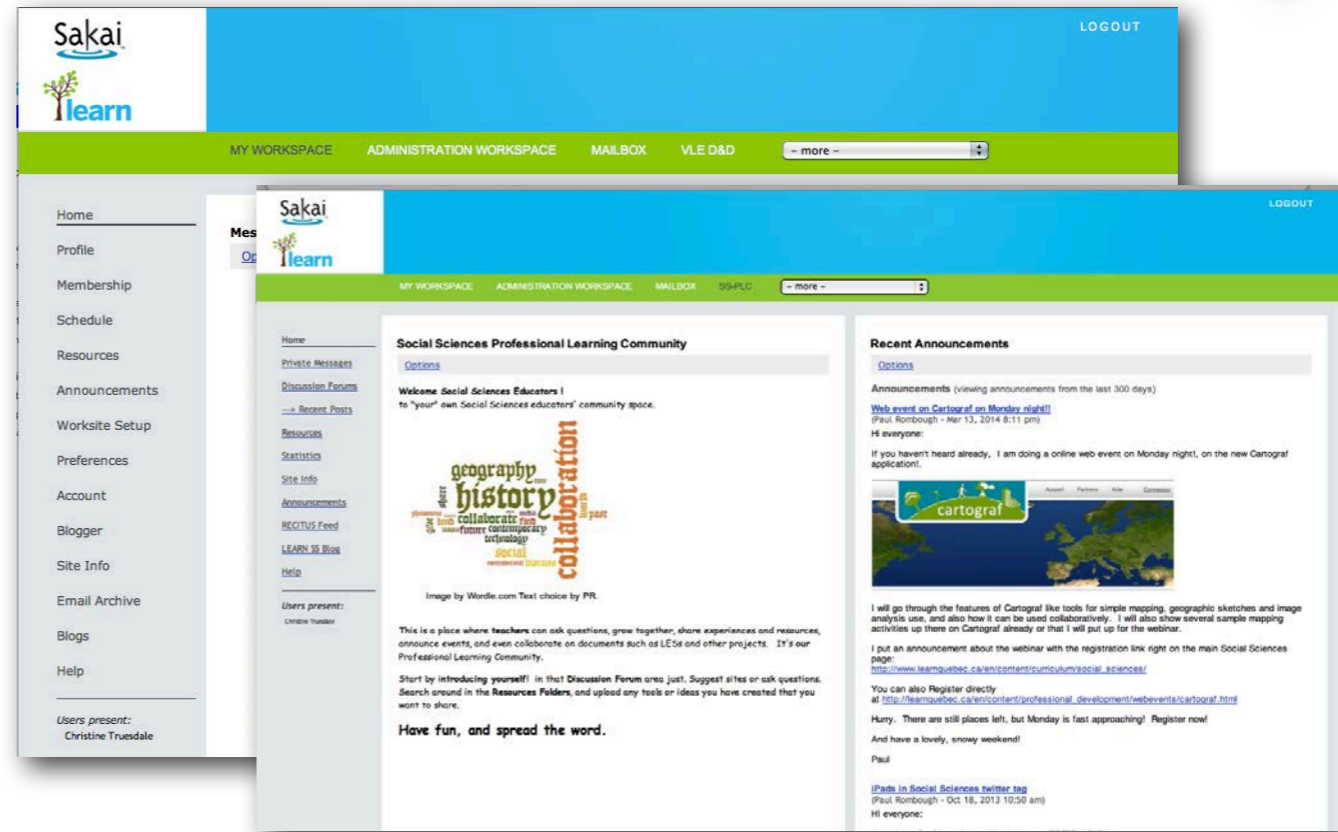
- Streamline upload, management and distribution of media files across our network and community through the use of Kaltura, an open source media platform

Update

- Over 1500 media files readable across platforms and devices
- In use for *Encounters with Canada* and FLS contest. Students can upload media to our site securely with their usernames. Uploaded videos are moderated and validated before they are published.
- Support for student and community generated media productions and uploads



- Sakai 2.8 Collaborative Learning Environment in use
- Fall 2013 - Test version 2.9, upgrade in Winter
- Installation and testing of new Sakai OAE - Open Academic Environment - now called Apereo OAE, following the development of roadmap for next release





Zenlive - Upgraded to version 3.8



Videoconferencing





Online Learning

2013–2014



Online Courses

Synchronous online delivery model:

- 2 days per week for 2 credit course
- 4 days per week for 4 credit course
- 5 days per week for 6 credit course

Courses offered 2012-2013:

- **Technical & Scientific Mathematics** (564-426)
- **Science Mathematics** (565-426)
- **Technical and Scientific Mathematics** (564-506)
- **Science Mathematics** (565-506)
- **Physics** (553-504)
- **Chemistry** (551-504)
- **Science and Technology** (555-404)
- **Science of the Environment** (558-402)

Virtual School Project Development

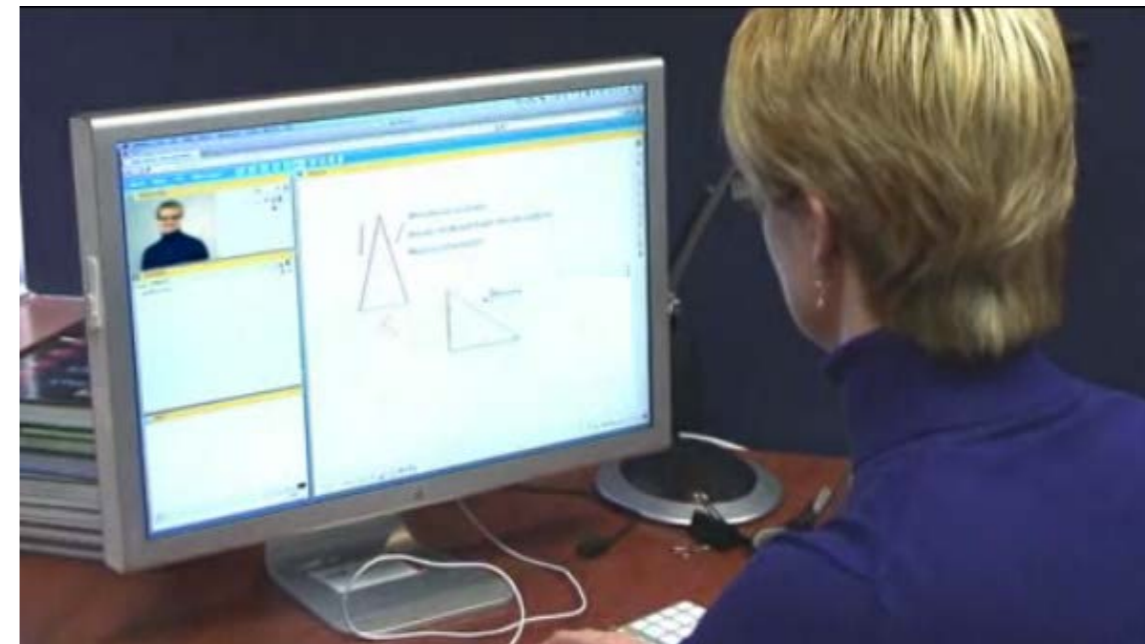
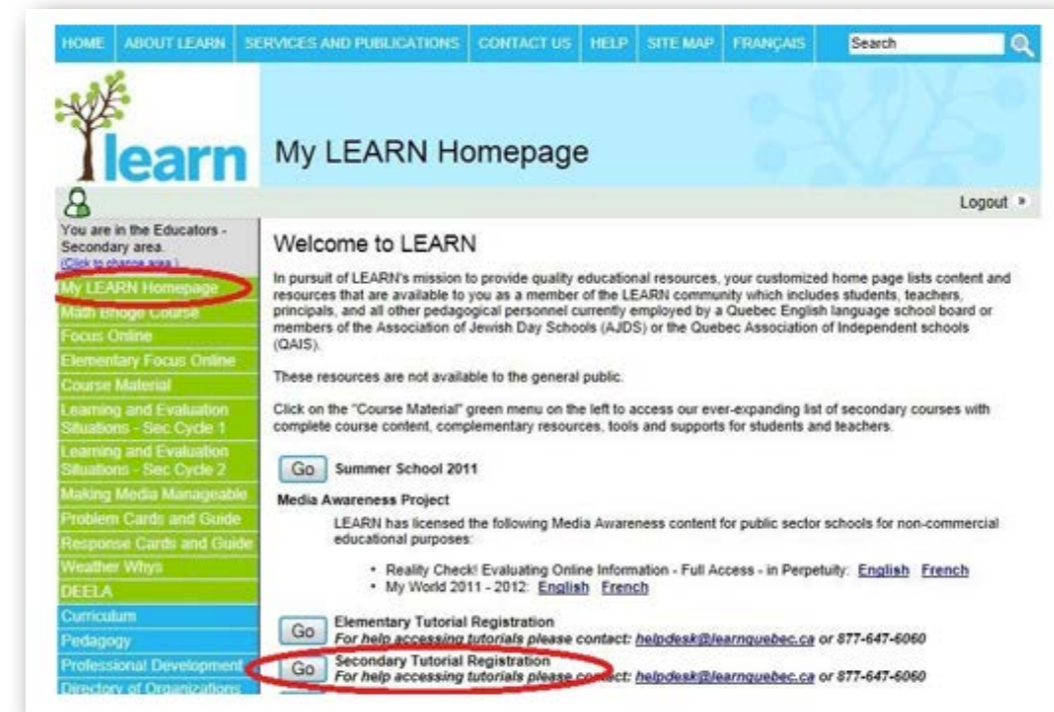
- Proposal for Public Virtual School
- Exploring possibilities for a Private Virtual School

School PD and Support

- Exploring possibilities for history students writing exams with ESSB
- Central Quebec School Board - Online Student Support for Fall 2013
- Cree School Board project
- Planning for Summer School 2014

Free Online Tutoring Sessions with Real Teachers

- Elementary sessions 4 nights a week in English and French
- Secondary Subject-Specific sessions
- Registration began October 11, 2013
- Over 1330 registrations for Fall/Winter/Spring
- Fall/Winter Session:
 - October 21 to December 12, 2013
 - January 6 to February 6, 2014
- Spring Session:
 - March 31st to end of June exams, 2014



Connecting to our students

LEARN online students and teachers have participated in four 30 minute evening Twitter chats in the last few months. Using the hashtag #LQChat, students and teachers have tweeted in response to 5-6 questions.

February 5th:

- students tweeted about their experience as online learners

March 12th:

- students' own interests and future plans

April 22nd:

- based on students' responses submitted on a spreadsheet

May 13th:

- based on students' responses submitted on a spreadsheet

Q4: What is one thing about online learning that has surprised you?

Audrey McLaren @a_mcsquared
Q4: What is one thing about online learning that has surprised you? #lqchat
8:15 PM - 5 Feb 2014

Darren.T @Of_Astora
A4 How nice and helpfull our classmates can be #lqchat
8:15 PM - 5 Feb 2014

Peggy Drolet @PDroletLEARN
wise words from #SN4students and Sec 5 students #lqchat
8:15 PM - 5 Feb 2014

Karen @29hallidayk
A4 :How many different ways you can communicate #lqchat
8:15 PM - 5 Feb 2014

Zachary Burke @ZacharyBurke3
A4: Never in a million years would I have thought that it'd change my life. For better and worse, but my work ethic is at par. #lqchat
8:15 PM - 5 Feb 2014

MathewL @mathewlapierre
A4: I was surprised that not having a teacher near you doesn't make a huge difference! #lqchat
8:16 PM - 5 Feb 2014

Amanda @AmandaG1940
A4- how much more organized it is than normal classes #lqchat
8:16 PM - 5 Feb 2014
1 FAVORITE


Justine.F @fillionj5
A4: i thought it would be harder because i am very visual, but turns out its easier than i thought it would be! #lqchat
8:16 PM - 5 Feb 2014


Serena.S @SerenasMath
A4, something that surprised me was how very similar it is to normal learning even though the classroom situation is different. #lqchat
8:16 PM - 5 Feb 2014


KatieFFCA @KatieRF
#lqchat A4 I honestly wasn't expecting to like it. I thought it would be super hard and miserable but it really isn't. It's fun and helpful.
8:16 PM - 5 Feb 2014
1 FAVORITE


Connecting to our students

The fourth chat took place on May 13th, 2014. Using the hashtag #LQChat, students and teachers tweeted in response to questions. (All answers were retweeted by our online teacher Audrey McLaren).


 **Audrey McLaren** @a_mcsquared · May 13
RT @Di_worknplay Q7 Do you find learning with other students in small communities supportive? Last question. #lqchat

 **Darren.T** @Of_Astora · May 13
A7 Because im the only one at GTS that's taking this course, so help from my classmates is always fun (2/2) #lqchat

 **Darren.T** @Of_Astora · May 13
A7 I believe it is, we are all basically in the same boat so it's easy to relate. I personally rely on the help of my classmates(1/2) #lqchat


 **Audrey McLaren** @a_mcsquared · May 13
RT @LaurenFleming A7: Beyond supportive, it's just like family being there when you learn #lqchat


 **Audrey McLaren** @a_mcsquared · May 13
RT @AnneFCA RT @filionj5 RT @NathanF272 A7: It's special! Feels like we're in the same boat, but are so far apart from each other #lqchat


 **Audrey McLaren** @a_mcsquared · May 13
RT @Di_worknplay Q2 If you had to come up with a slogan for LEARN's online classes what would it be? #lqchat

 **Lauren Fleming** @LaurenFleming · May 13
A2: "learning is only the click of a button away!" #lqchat

 **Audrey McLaren** @a_mcsquared · May 13
RT @Of_Astora A2 Learn Quebec: It's almost like you're in a real classroom! #lqchat

 **Audrey McLaren** @a_mcsquared · May 13
RT @mathewlapierre A2 Learning within a moment's notice! #lqchat

 **Audrey McLaren** @a_mcsquared · May 13
RT @taylorchaput1 #lqchat A2: Learn Quebec: Education that can be done in your pj's!

 **Audrey McLaren** @a_mcsquared · May 13
RT @SwiftzNathan A2 "Learning at its finest" #lqchat

 **Audrey McLaren** @a_mcsquared · May 13
RT @AnneFCA online learning; anytime, anywhere #lqchat

 **Audrey McLaren** @a_mcsquared · May 13
RT @Tfleming15 A2: Learn, experience, enjoy. #lqchat

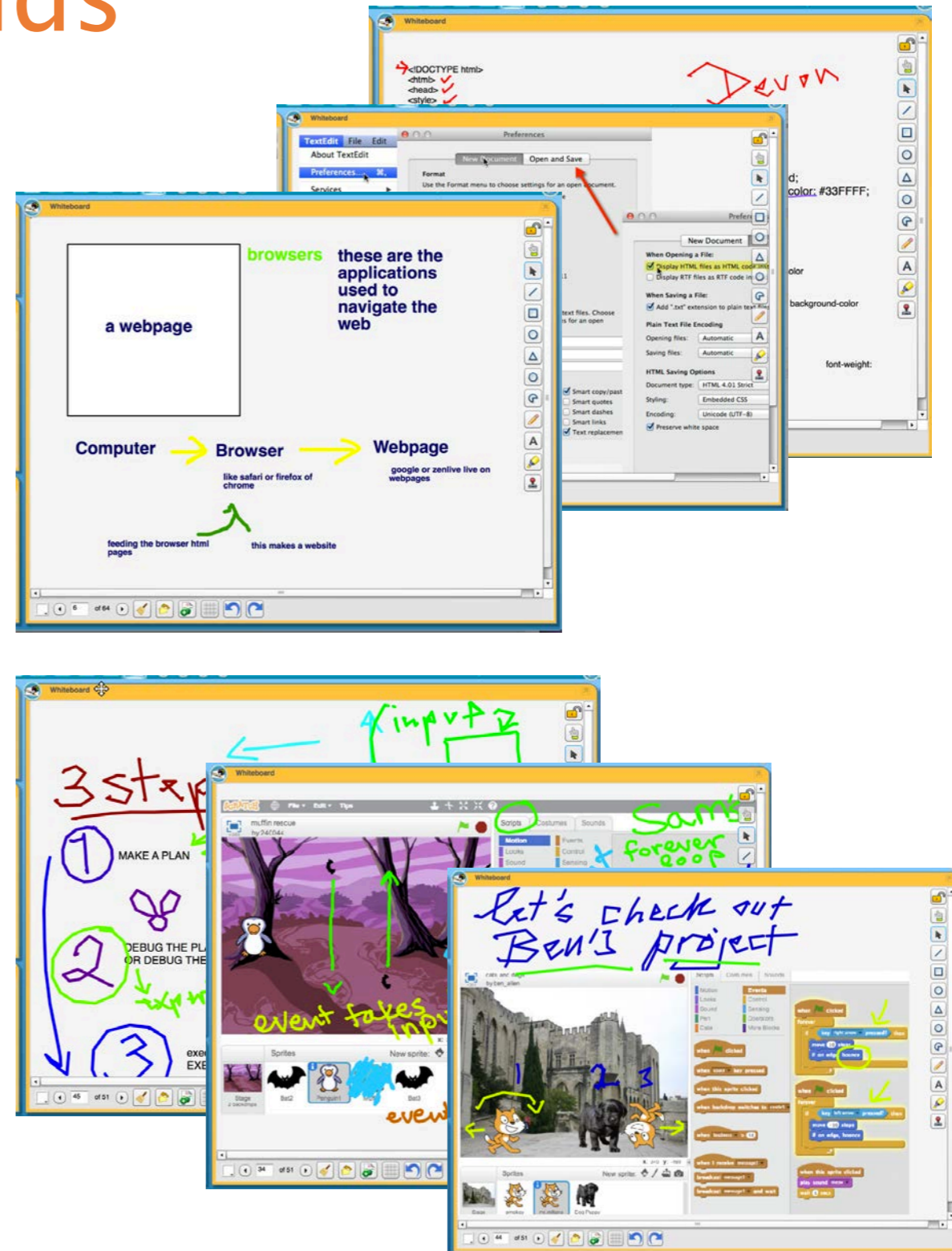
Online Courses for HTML Coding and Scratch for Kids

Collaboration with *Kids Code Jeunesse* to design and deliver Summer coding camp for students during the summer.

Goal: teach the basics of computational thinking and programming to students using a project-based approach

Pilots for Spring/Summer:

- Lunch program for Elementary with Kids Code and LBPSB concluding June 2014
- Free Online Scratch Coding Camp - Summer 2014 - Scratch (7-9 year-olds) and HTML (10-12 year-olds) sessions will be offered in July and August 2014



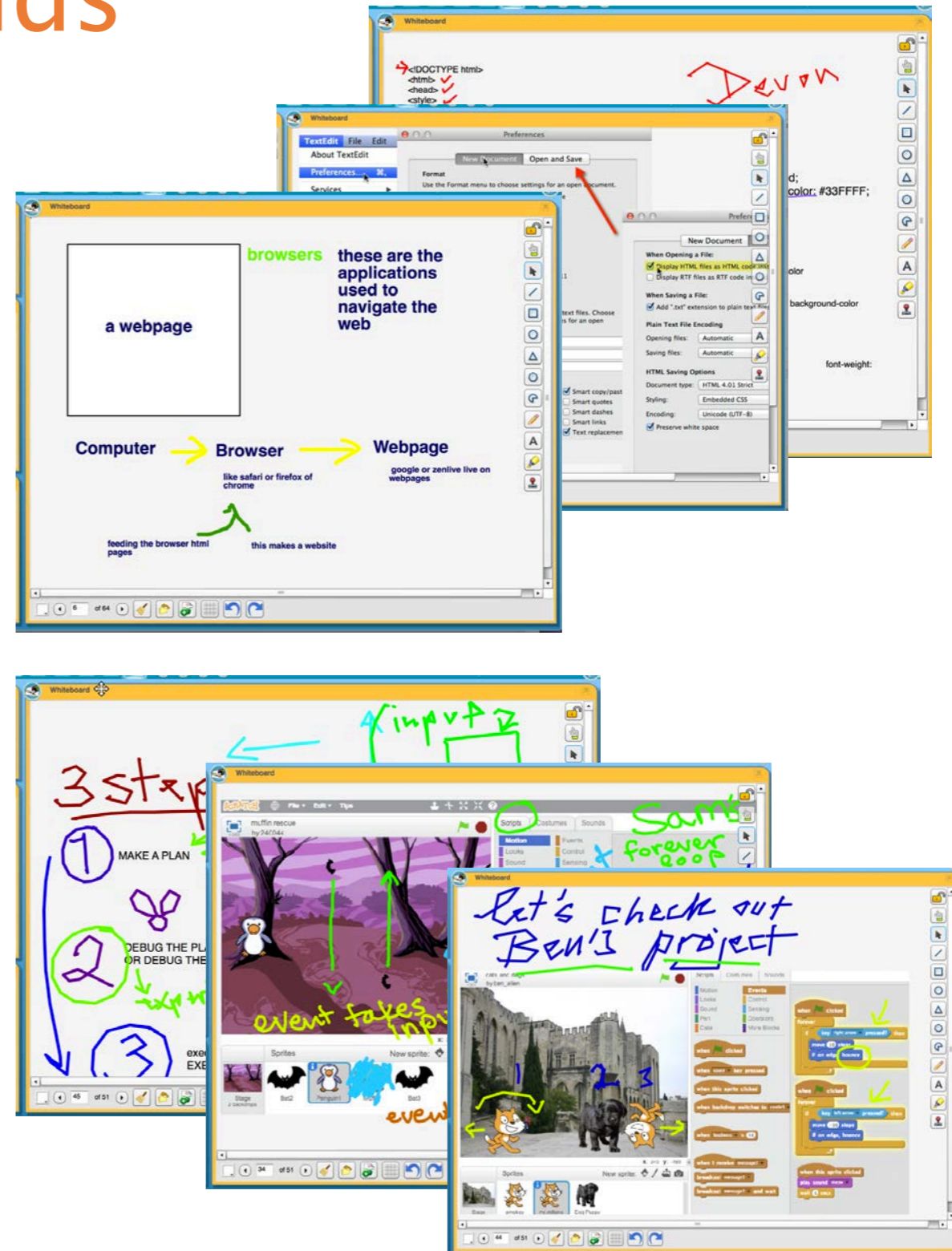
Online Courses for HTML Coding and Scratch for Kids

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Goal: teach the basics of computational thinking and programming to students using a project-based approach

Summer 2013 pilot consisted of:

- Online HTML Coding Camp - July 15-19, 2013
1 week for 5 days, 1 hour a day offered to 10-12 year olds
- Online Scratch Coding Camp - August 19-24, 2013
1 week for 5 days, 1 hour a day offered to 7-9 year olds



Description:

Second year of LEARN web event PD series through which we share best practices, profiles, resources, ideas, hot topics.

Two events in April - May 2014:

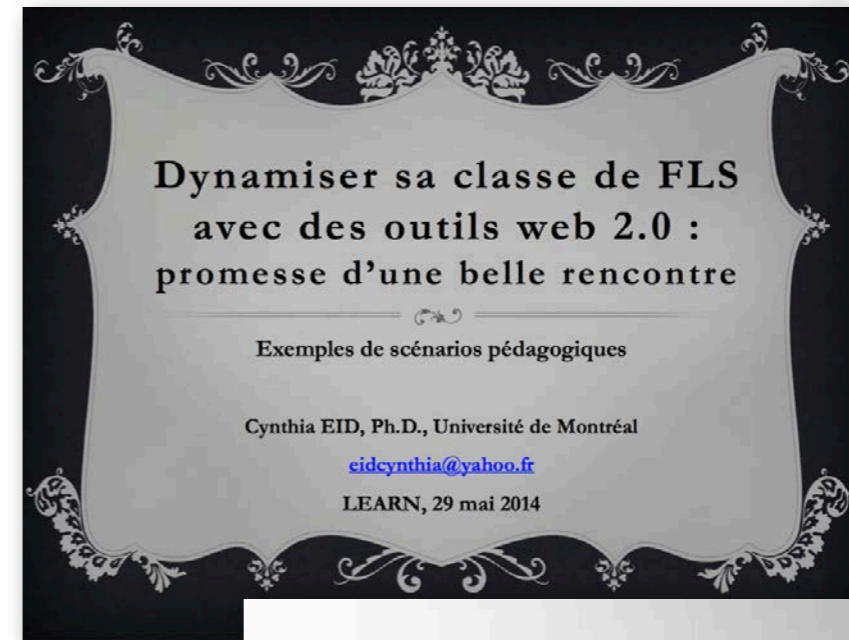
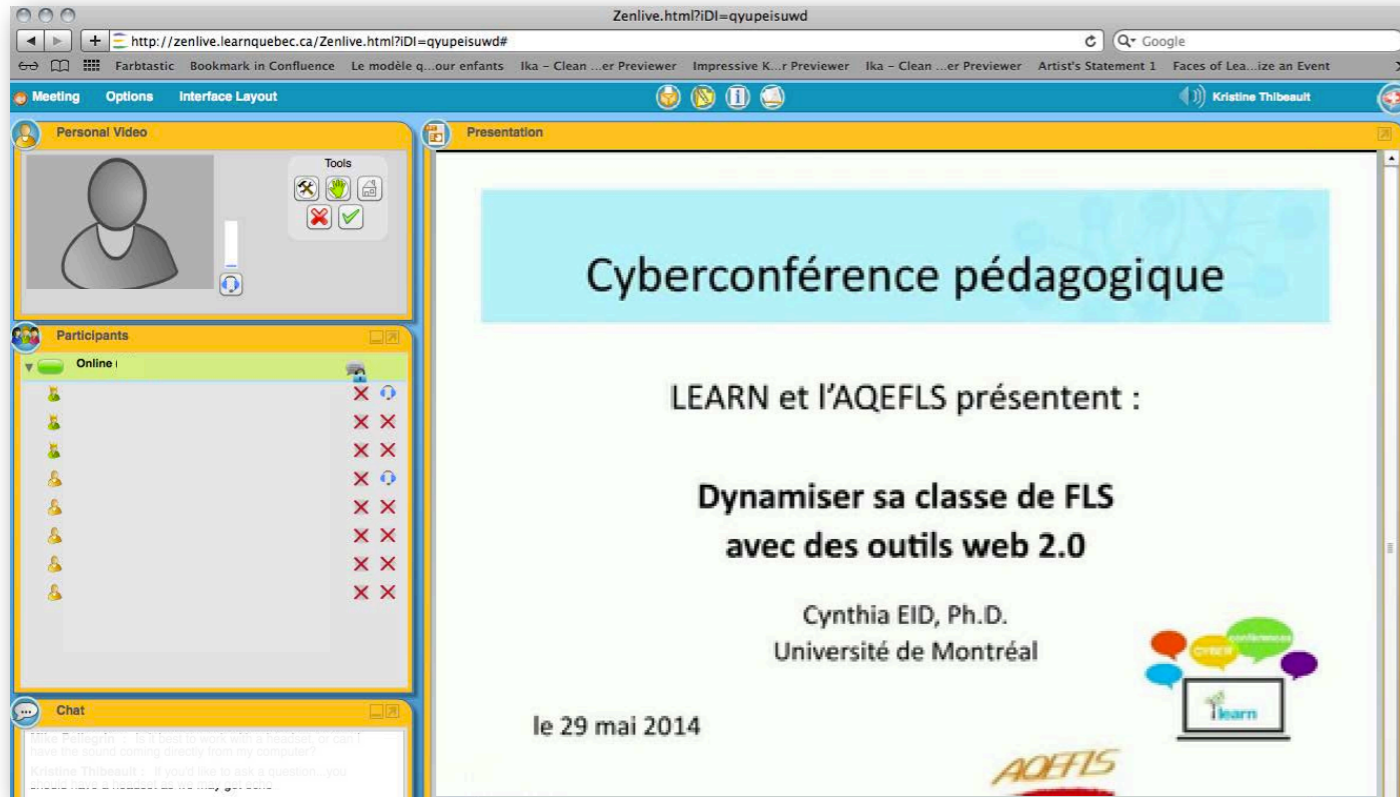
- May 29, 2014:
Dynamiser sa classe de FLS avec des outils web 2.0
Cynthia EID, Ph.D, Université de Montréal
- April 9th, 2014:
POP Goes the Portfolio: Using Digital Portfolio in the POP Classroom
Robert Costain

Presenter: Robert Costain

Robert Costain has almost 18 years experience working with the Québec education community as an instructional designer, web developer and technology integrator. His current professional interests include social media, career development and technology. Married with two young daughters, Robert enjoys family time as well as photography and travel.

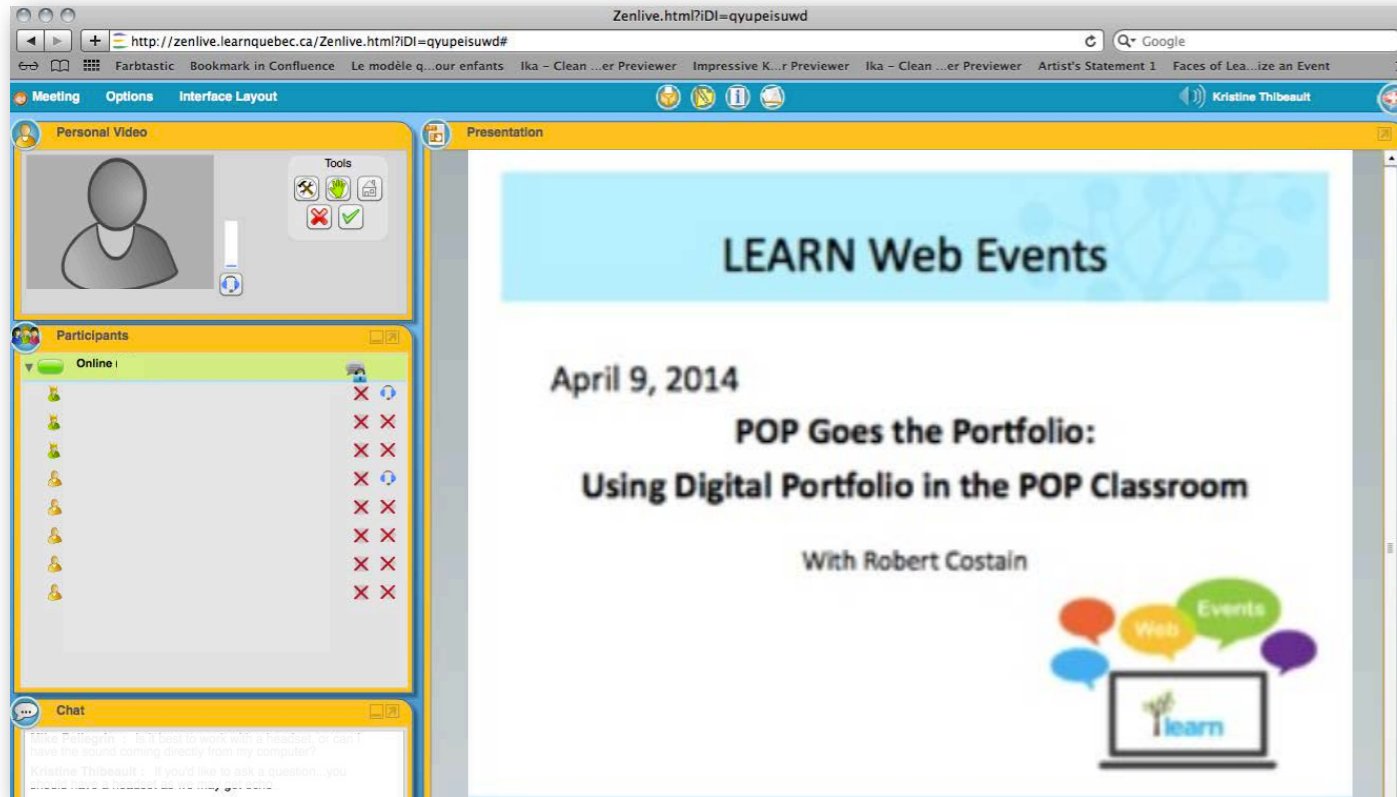
View the Presentation

Sessions are archived for later viewing online and related resources available on the website

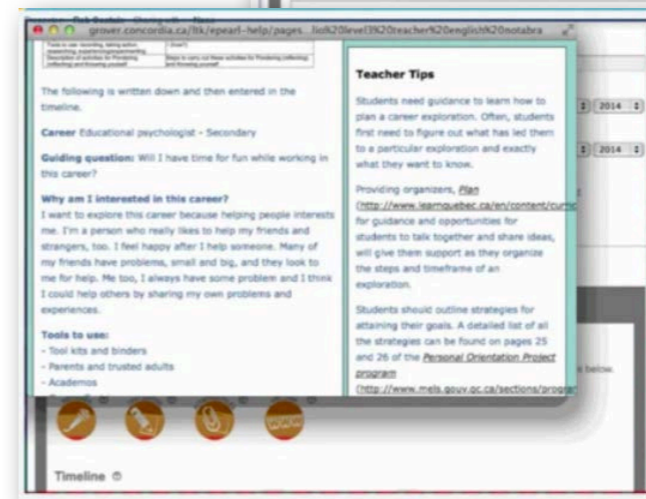
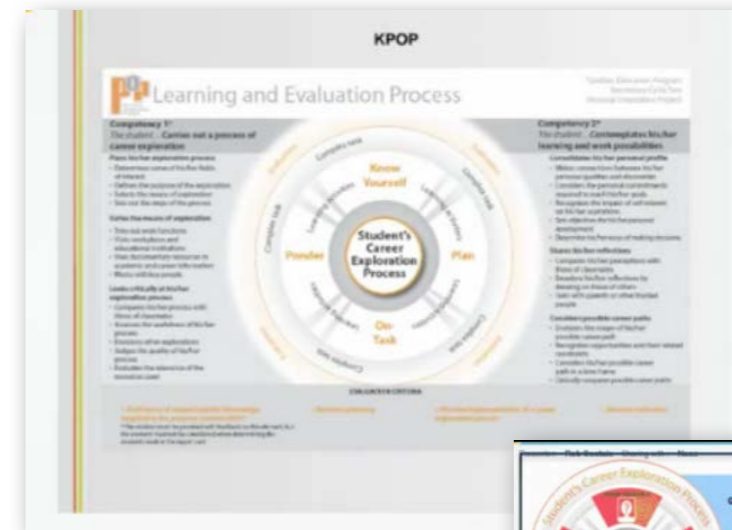


- May 29, 2014:
Dynamiser sa classe de FLS avec des outils web 2.0
Cynthia EID, Ph.D, Université de Montréal
- Took place in the evening from 8:00-9:00 pm
- Participants from CQSB, EMSB, RSB, ESSB, Kativik, Littoral, SWL, WQSB, & McGill, CSDM, CSDL, CSMV, UQAM, MIDI, UoS, HEC, CSBEO, and international guests
- Session was archived for viewing online and related resources available on the website





- April 9th, 2014:
POP Goes the Portfolio: Using Digital Portfolio in the POP Classroom
Robert Costain
- Took place in the evening from 8:00-9:00 pm
- Participants from ESSB, CQSB, LSB, LBPSB, ETSB, WQSB
- Session was archived for viewing online and related resources available on the website

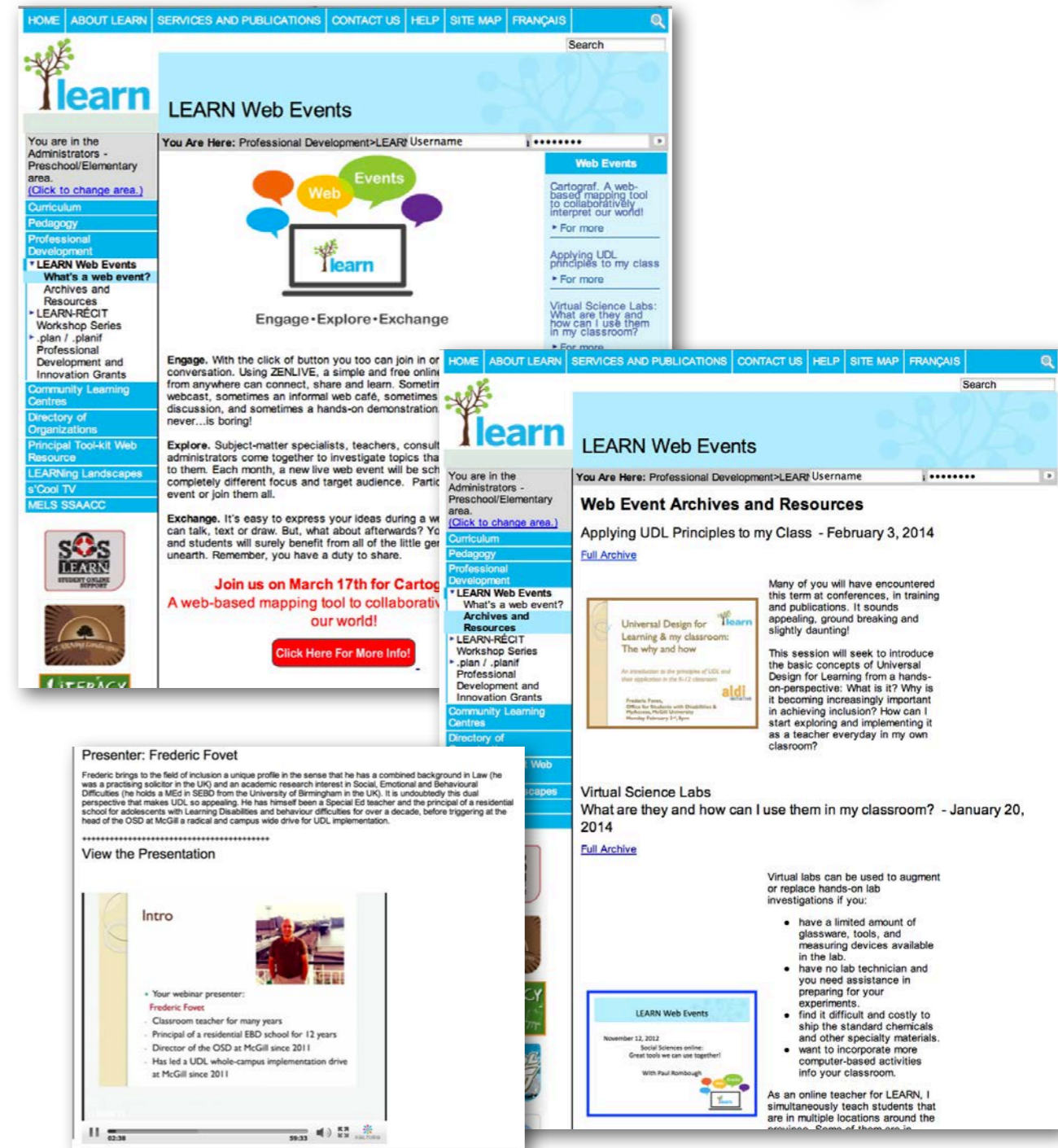


Description:

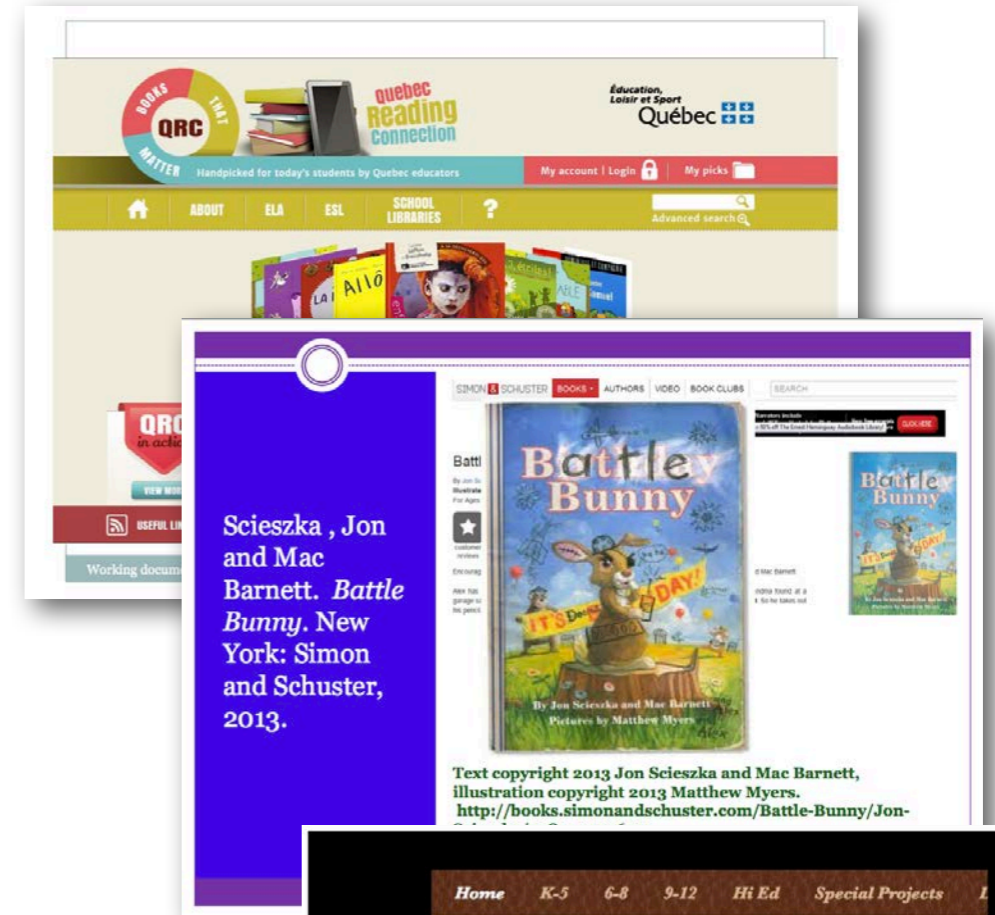
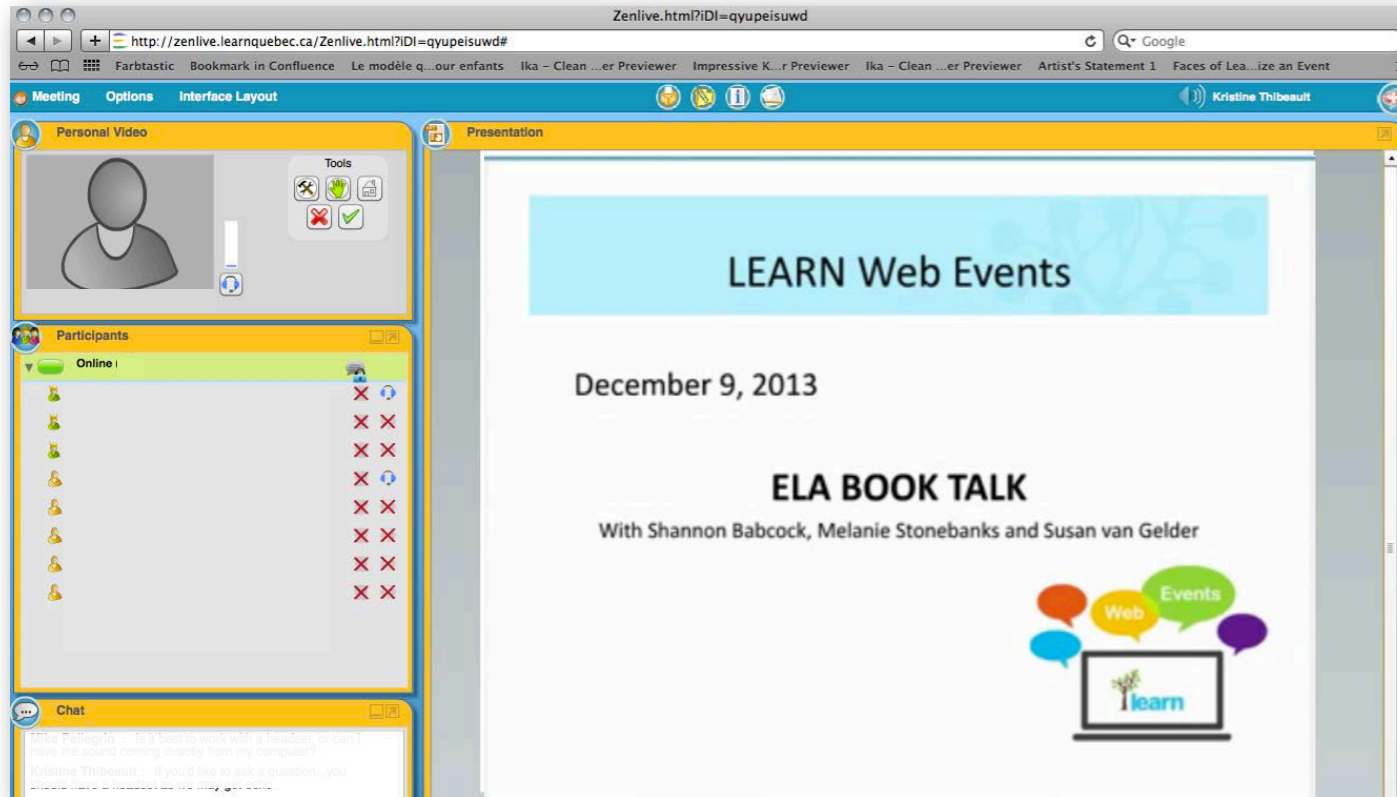
Second year of LEARN web event PD series through which we share best practices, profiles, resources, ideas, hot topics.

Four events December 2013-March 2014:

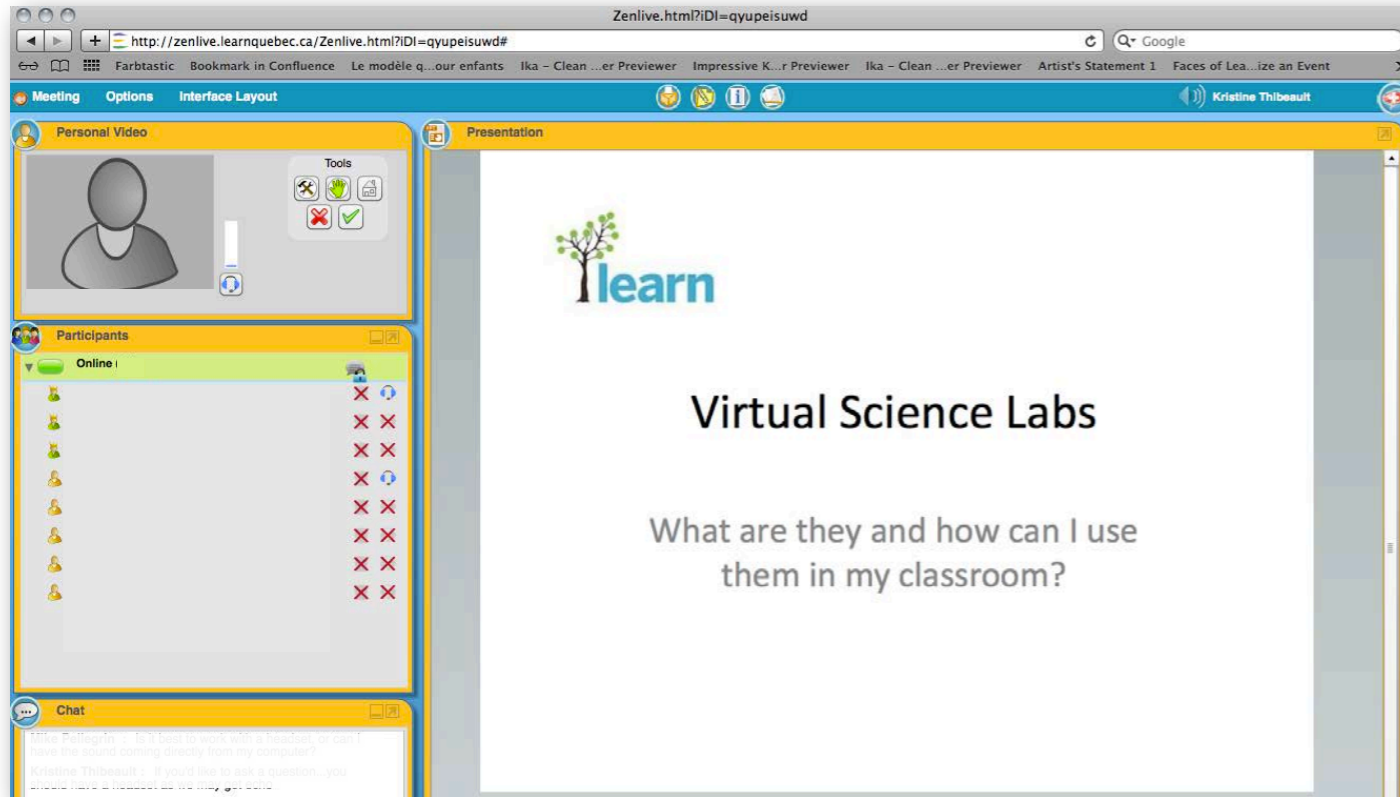
- December 9th: **ELA Book Talk** - Shannon Babcock, Melanie Stonebanks & Susan van Gelder
- January 20th: **Virtual Science Labs: What are they and how can I use them in my classroom?** - Kerry Cule
- February 3rd: **Applying UDL Principles to My Class** - Frederic Fovet, intro by Andrea Prupas, ALDI
- March 17th: **Cartograf : A web-based mapping tool to collaboratively interpret our world!** - Paul Rombough



Sessions are archived for later viewing online and related resources available on the website



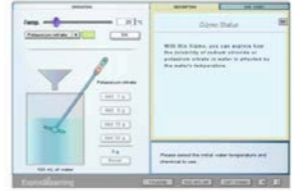
- December 9, 2013:
ELA Book Talk
Shannon Babcock, Melanie Stonebanks, & Susan van Gelder
- Took place in the evening from 8:00-9:00 pm
- Participants from CQSB, EMSB, JPPS, NFSB, ETSB, MELS & McGill
- Session was archived for viewing online and related resources available on the website




- January 20th: **Virtual Science Labs: What are they and how can I use them in my classroom?**
- Kerry Cule
- Took place in the evening from 8:00-9:00 pm
- Participants from CQSB, EMSB, ESSB, JPPS, LBPSB, LSB, NFSB, RSB, QAIS
- Session was archived for viewing online and related resources available on the website

ExploreLearning

- Some of my favourites are:



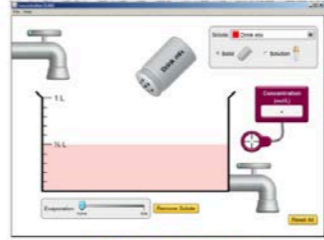
[Solubility](#)
Sec Cycle 2, Year 2



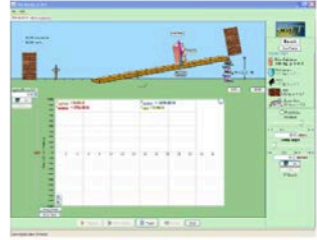
[Boyle's Law and Charles' Law](#)
General gas law
Sec Cycle 2, Year 3 - Chemistry

PhET Interactive Simulations

- Some of my favourites are:

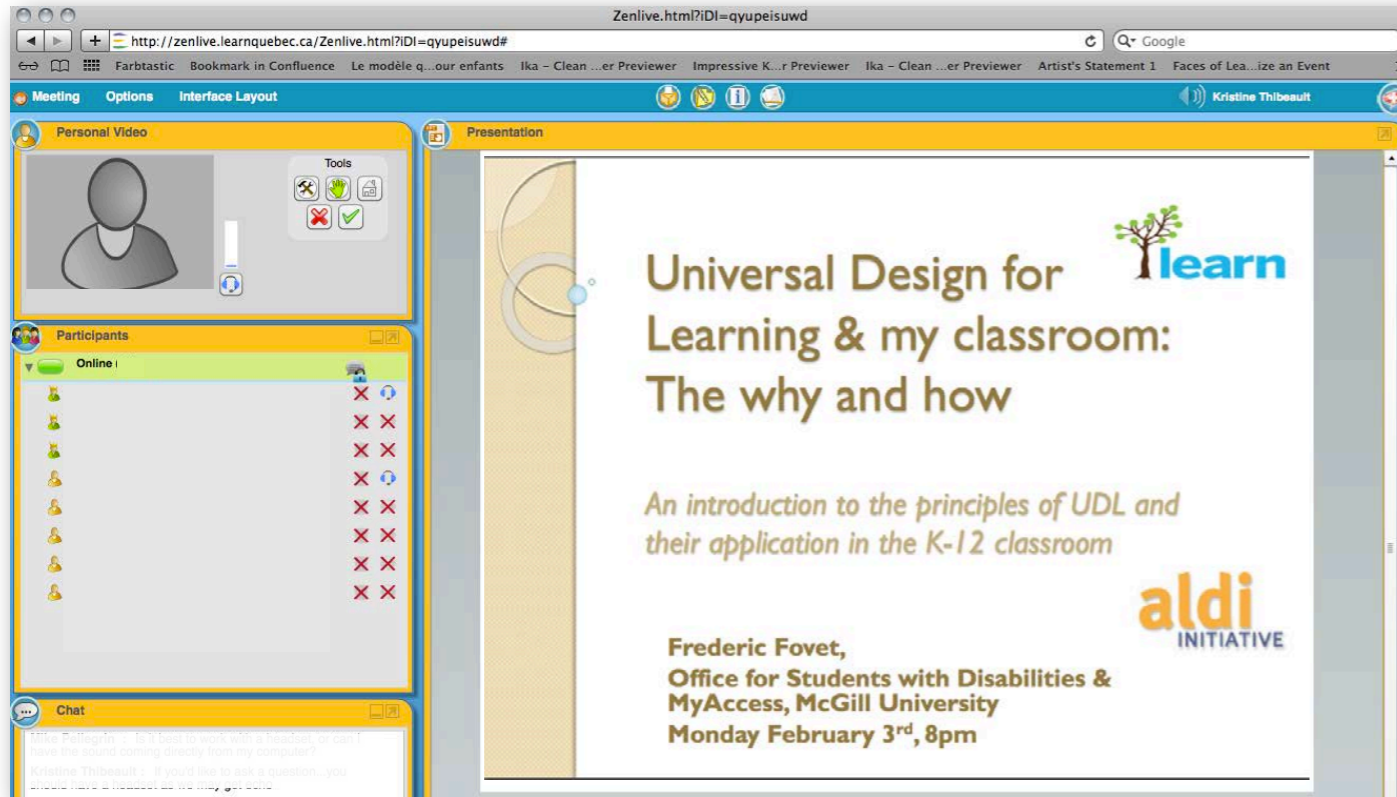


[Concentration](#)
Sec Cycle 2, Year 1



[The Ramp](#)
Sec Cycle 2, Year 3 - Physics

ChemCollective



- February 3rd: **Applying UDL Principles to My Class**
 - Frederic Fovet, McGill University, intro by Andrea Prupas, ALDI
- Took place in the evening from 8:00-9:00 pm
- Participants from EMSB, ETSB, LBPSB, LSB, RSB, SWLSB, QAIS, WQSB
- Session was archived for viewing online and related resources available on the website

What is UDL? How does this new approach compare to the 'old' way of doing things?

Accommodation Approach	Universal Design Approach
Access is a problem for the individual	Access is a problem stemming from the environment
Access is achieved through accommodations and/or retrofitting	The system/environment is designed, to the greatest extent possible, to be usable by all
Access is retroactive	Access is proactive
Access is specialized	Access is inclusive
Access is consumable	Access is sustainable

Adapted from AHEAD Universal Design Initiative Team (2004)

OFFICE FOR STUDENTS WITH DISABILITIES
www.mcgill.ca/osd/ disabilities.students@mcgill.ca

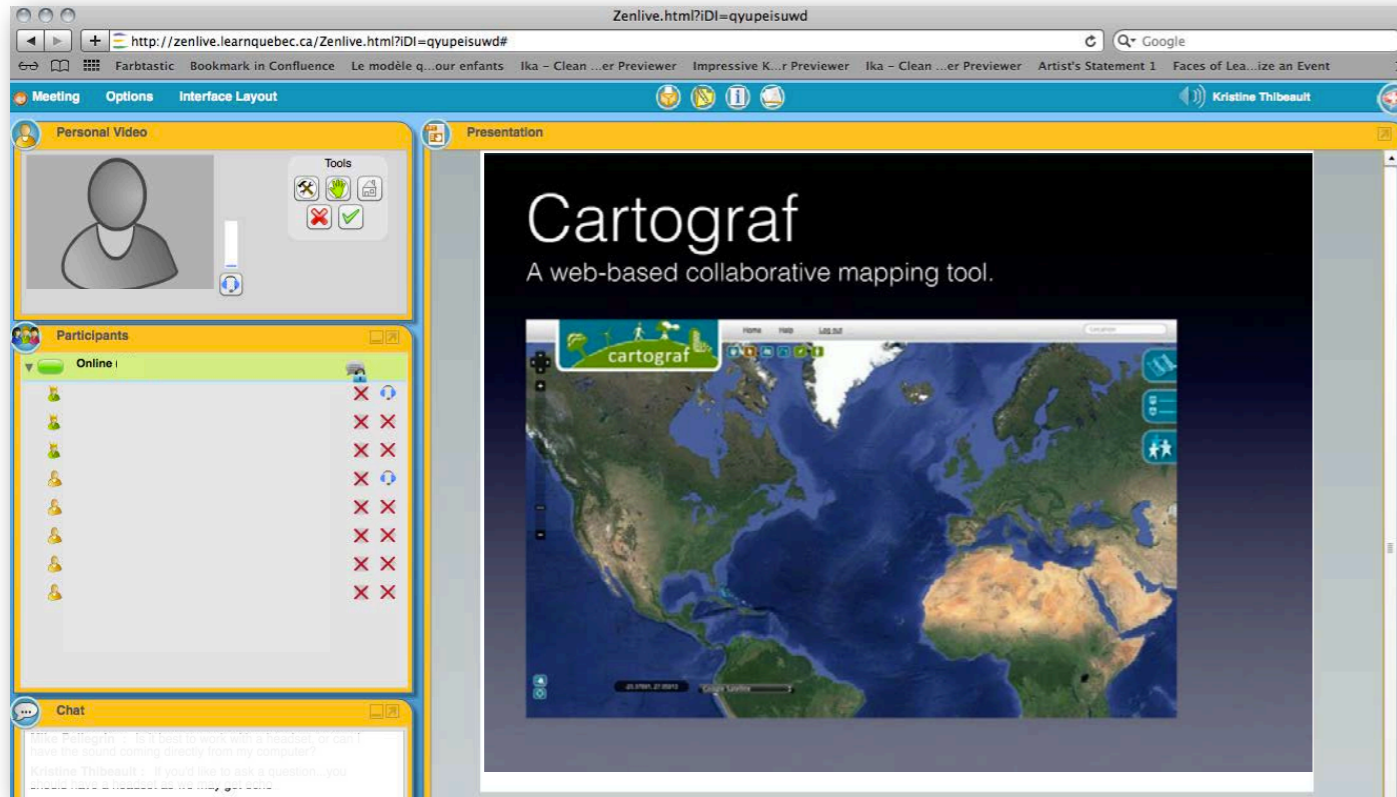
Why is a new framework required? Five factors that are forcing change in Disability & Education

- Resource management 
- Increase in the complexity of diagnoses 
- Sustainability as a criterion for development 
- Shift from the medical model to the Social Model 
- Appearance of an inclusion imperative in student expectations 

The dimensions that have an impact in K-12

- Today I will focus on **three** of these dimensions as they have a direct impact on K-12 classroom teaching.
 - Changing demographics
 - Growing complexity of diagnosis
 - The social model of disability

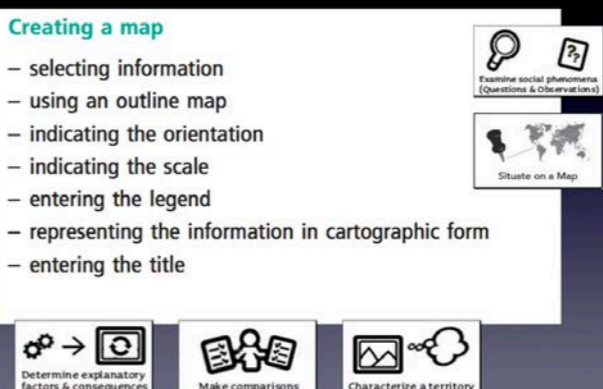
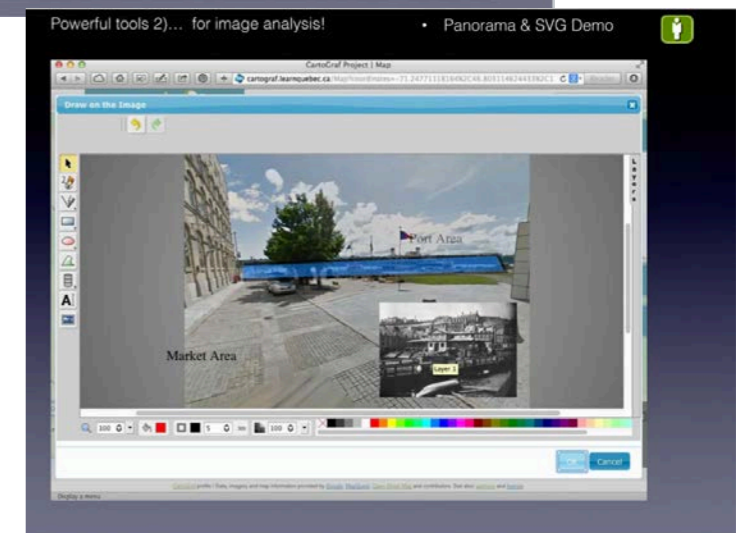
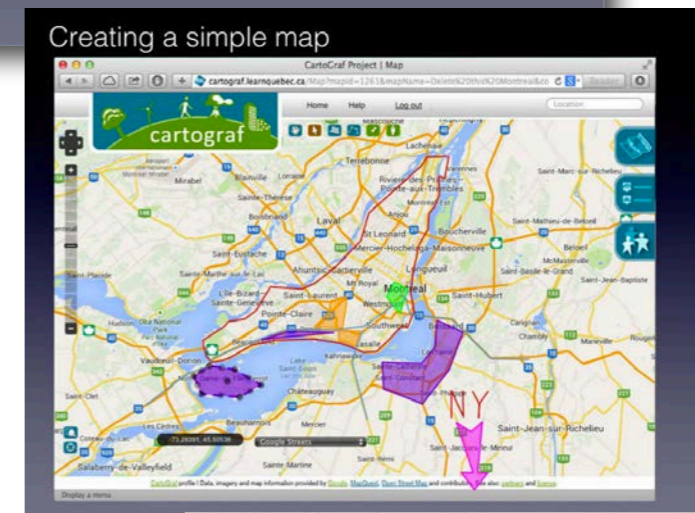




Techniques: Students interpret through creation!

Creating a map

- selecting information
- using an outline map
- indicating the orientation
- indicating the scale
- entering the legend
- representing the information in cartographic form
- entering the title

- March 17th: ***Cartograf : A web-based mapping tool to collaboratively interpret our world!***
- Paul Rombough
- Took place in the evening from 8:00-9:00 pm
- Participants from EMSB, ESSB, JPPS, LBPSB, RSB, SWLSB
- Session will be archived for later viewing online and related resources available on site

Description:

Second year of LEARN web event PD series through which we share best practices, profiles, resources, ideas, hot topics.

Three events September-November:

- September 17th: ***Harnessing the Power of Social Media: Moving forward with Digital Citizenship*** - Tanya Avrith
- October 17th: ***Cyber-Bullying*** - Maureen Baron
- November 26th: ***Making Media Manageable*** - Sylwia Bielec

The screenshot shows the LEARN Web Events website interface. At the top, there is a navigation bar with links: HOME, ABOUT LEARN, SERVICES AND PUBLICATIONS, CONTACT US, HELP, SITE MAP, FRANÇAIS, and a search box. Below this is the LEARN logo and the page title 'LEARN Web Events'. A breadcrumb trail reads: 'You Are Here: Professional Development > LEARN Web Events > What's a web event?'. The main content area features a central graphic with speech bubbles labeled 'Web' and 'Events' above a laptop displaying the LEARN logo, with the tagline 'Engage • Explore • Exchange'. Below the graphic, there are sections for 'Engage' and 'Explore'. The 'Engage' section describes using ZENLIVE for webcasts and informal web cafés. The 'Explore' section describes subject-matter specialists investigating topics together. On the left, a sidebar menu lists various categories: Curriculum, Pedagogy, Professional Development (with 'LEARN Web Events' expanded to show 'What's a web event?', 'Archives and Resources', and 'LEARN-RÉCIT Workshop Series'), Community Learning Centres, Directory of Organizations, Principal Tool-kit Web Resource, LEARNing Landscapes, s'Cool TV, and MELs SSCAAPN. On the right, a 'Web Events' sidebar lists: 'Making Media Manageable', 'Cyberbullying', 'Hamessing the Power of Social Media: Moving Forward With Digital Citizenship', and 'Playing with Poetry'. Two inset images at the bottom show the 'LEARN Web Event Presenter Guide' (Technical Tips to Help You Run a Seamless Web Event Using ZENLIVE) and the 'LEARN Web Event Participant Guide' (Tips on Creating a Positive Online PD Experience Using ZENLIVE).



Making Media Manageable
How to make media with students
without losing your mind

with
Sylwia Bielec, LEARN



Storyboard

Names: _____ Date: _____

Setup
• What do we see first?
• What sets the stage for the message you want to get across?
Draw in the box below

Action
• What do we see next?
• What happens that is important for communicating your message?
Draw in the box below

Reaction
• What do we see last?
• What is the punch-line, the final scene that makes your point?
Draw in the box below

video

audio

What do we hear?
Are there people speaking? What are they saying? Is there music playing? What kind of music is it? Are there other sounds?



Date _____ Subject _____
Team Members _____

Use the timeline below to plan what tasks you will do when. When you are finished, use a highlighter for what you still need to do.

Date	Date	Date	Date


Revising the Plan
Are we on track with our plan? ▶
Does it need to be revised? ▶

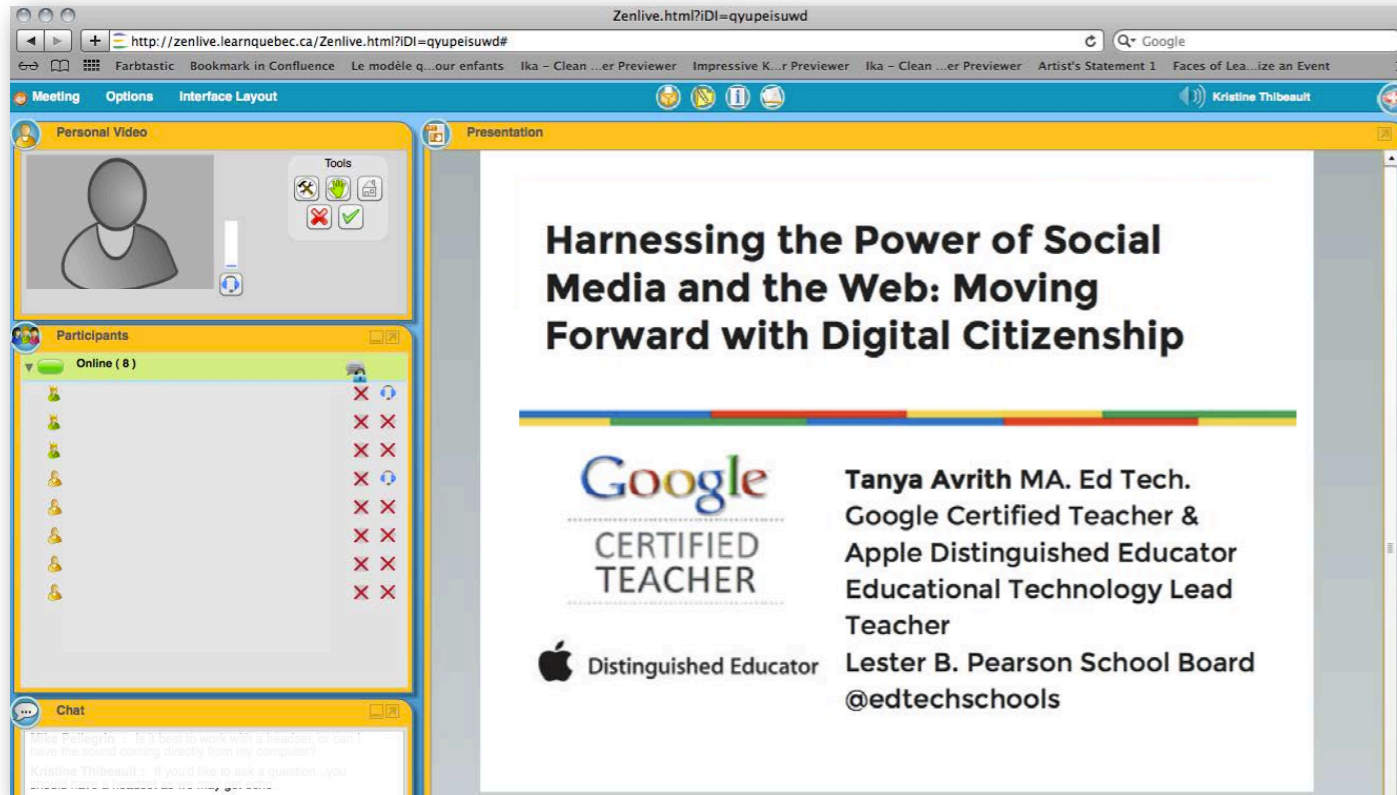
- Third web event November 26, 2013: ***Making Media Manageable***
Sylwia Bielec
- Participants from CQSB, EMSB, ESSB, NFSB, Littoral SB, LBPSB, RSB, QAIS, SWLSB
- Session will be archived and available for viewing online

Student artifacts:

- Treatment
- Storyboard
- Character sketch
- Setting description or drawing
- Planning checklist
- Rough draft of production
- Final production
- Peer evaluation

Evaluating Media Productions





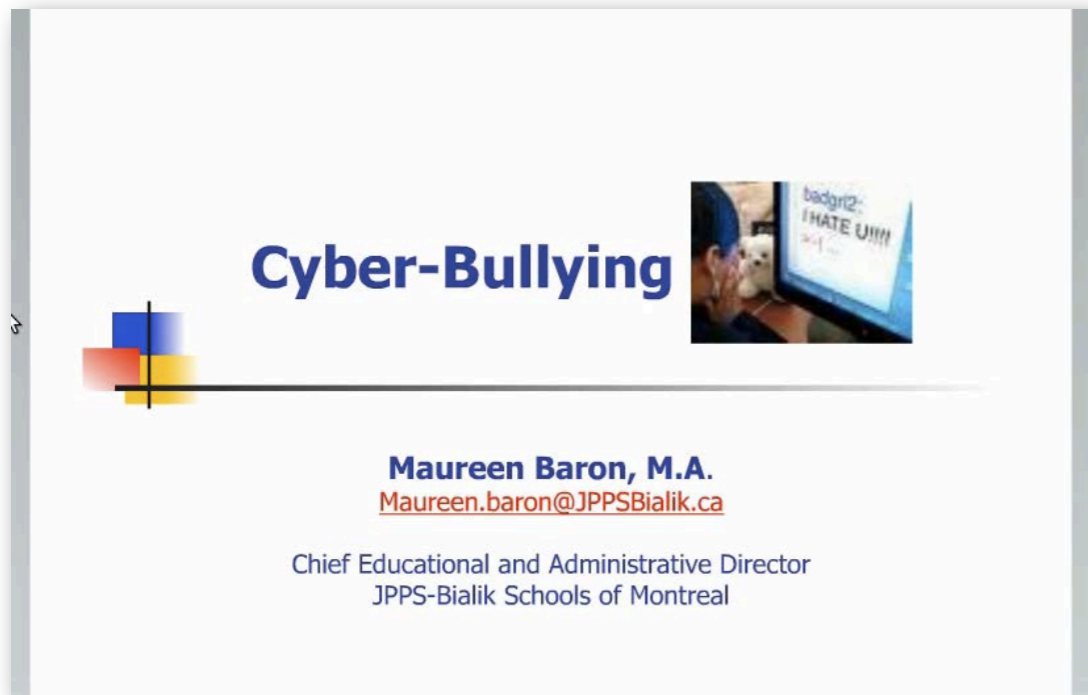
- First web event September 17, 2013:
***Harnessing the Power of Social Media:
Moving Forward with Digital Citizenship***
Tanya Avrith
- Took place in the evening from 8:00-9:00 pm
- Participants from CQSB, EMSB, ESSB, JPPS, NFSB, SWLSB, QAIS, SWLSB, WQSB, MELS & McGill
- Session archived for later viewing online

Tackling First Five Days of DC


#1 Tip

Create the AUP with your students first week of school.





Cyber-Bullying



Maureen Baron, M.A.
Maureen.baron@JPPSBialik.ca

Chief Educational and Administrative Director
 JPPS-Bialik Schools of Montreal

What is cyber-bullying?

“**Cyber-bullying** involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support **deliberate, repeated, and hostile behaviour** by an individual or group, that is intended to harm others.”

(Bill Belsey, www.cyberbullying.ca)

- Second web event October 17, 2013:
Cyber-Bullying
 Maureen Baron
- Participants from EMSB, ESSB, NFSB, Kativik SB, Littoral SB, MELS, RSB, QAIS, SWLSB
- Session is archived and available viewing online

What educators can do

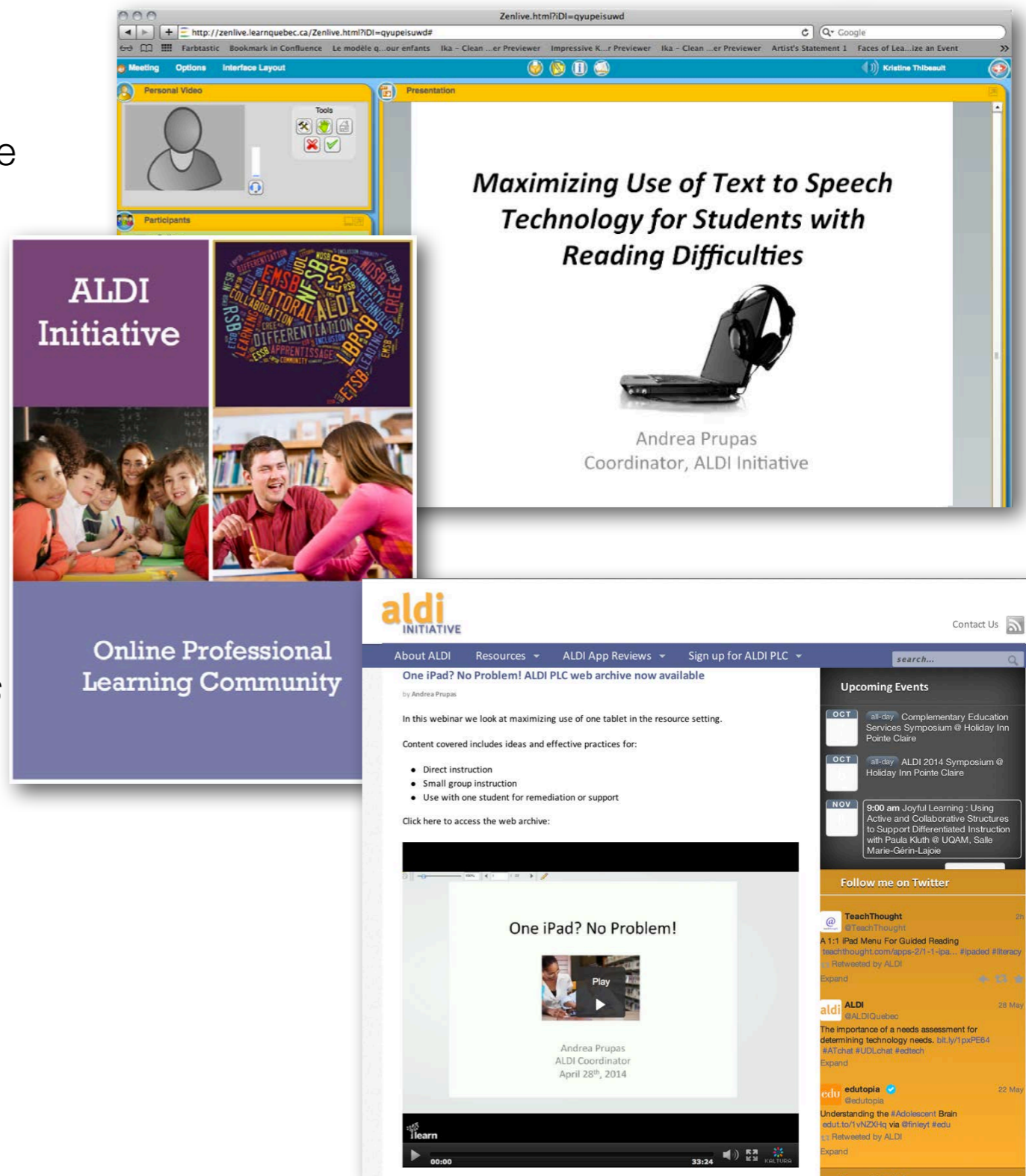
- Educate your students, teachers, and staff members about cyber-bullying, its dangers, and what to do if someone is cyber-bullied.
- Be sure that your school’s anti-bullying rules and policies include cyber-bullying. **Law 56**
- Investigate reports of cyber-bullying immediately even if the cyber-bullying occurs off-campus
- Notify parents of victims and parents of known or suspected cyber-bullies as soon as possible.

Description:

The new ALDI online professional learning community was launched in February 2014! Teachers in a resource role within the English school boards in Quebec, as well as those teaching in the private sector were invited to register for the Winter session.

Three events were held:

- Webinar #1: **Maximizing use of text-to-speech technology for students with reading difficulties** - Monday, February 24th, 2014
- Webinar #2: **Writing strategies for students who struggle** - Monday, March 24th, 2014
- Webinar #3: **One iPad? No problem!** - Monday, April 28th, 2014
- Sessions were archived and are available for viewing online on the ALDI website hosted by LEARN.
- The initiative will continue in 2014-2015.





Collaborative Initiatives

2013–2014

Community Collaborative Initiatives

Projects for 2013-2014

- *Direction Lecture/Reading in Mind* - with MELS - Plan d'action sur la lecture
- *Language Literacy Profile* - RSB, SWLSB, Vanguard, EMSB
- *Kindergarten Developmental Profile* - with MELS Provincial Kindergarten Committee
- *Literacy Toolkit/EPEARL - ELM* - Concordia University and School Boards
- *DEEN LES Project* - Design tools and publication support with LEARN
- *RÉCIT* - translation & adaption of resources: Arts, Phys. Ed, Social Sciences
- Preservice Teacher Online Community
- Kativik-McGill Teacher Professional Development Project
- ALDI PLC - support for online webinars
- SAST/ASSET - support for online administrator PD

Community Collaborative Initiatives

Hosting of Websites and Collaborative Spaces in 2013-2014

- FACET Site - MELS research into common language teaching strategies (in progress)
- WOTP Website
- CLC Website
- PDIG Website
- Literacy Today - MELS ELA Website
- ALDI Website/Blog
- GOAL Website
- PÉLIQ-AN (Linguistic Exchange Program) Website
- Direction Lecture/Reading in Mind
- Subject-Specific and Project-Based Communities in Sakai Collaborative Environment
- Blue Metropolis infrastructure and support for educational projects
- Resource Map - (restructuring in progress)



Publications & Presentations

July–Upcoming

LEARNing Landscapes

LEARNing Landscapes is an open access online education journal published by LEARN

To be published July 2014:

14th Issue - Vol.7 No. 2

Inclusive Education: Socially Just

Perspectives and Practices

Live in July! Wren Kauffmann, a transgendered youth, shares how his own beliefs and the support of classmates, teachers and family have helped him to thrive in middle school. Experience this interview and a wide range of peer- reviewed submissions.



LEARNing Landscapes

LEARNing Landscapes is an open access online education journal published by LEARN

Published January 2014:

13th Issue - Vol.7 No. 1

Early Childhood Education:

Successes and Challenges

The importance of play, and learning that is grounded in contextually and culturally relevant pedagogies that embrace difference are highlighted in this issue.

Authors in this volume include:

Beverly Kutsunai and Kathryn Au, Sarah Michaels, Vivian Gussin Paley, Tim Peters, Pat Cordeiro and Lisa Sevey





LEARNing Landscapes is an open access online education journal published by LEARN

In addition to the many local authors whose work is published in LEARNing Landscapes, in every issue educators from our local community contribute to the journal by reviewing submissions that match their area of expertise. In our upcoming publication 20 local reviewers were consulted. Many of these individuals are in our schools, or at the Boards, and this is another way that the journal works to bridge theory and practice. Alice Campbell Dell, Zenia Dusaniwsky, Ken Elliott, Marion Lothian, Ralph Mason and Paul Kettner are some names that come to mind.

The journal is available in multiple formats. The interactive version allows readers to turn pages, hear authors read their work, enjoy podcasts, and experience other media. The PDF version is easy to download and print. It can also be read on a tablet such as an iPad. Printed, bound copies can be purchased at lulu.com in black and white and color, and are priced at the cost of printing.

Current Calls for Submissions

Teacher Education: Learning from Experiences

We are welcoming submissions to be considered for publication in our fifteenth issue (AUTUMN 2014). We are interested in texts that address the current and emerging policies, practices and possibilities of teacher education within North America and beyond.

Deadline for submissions is August 1, 2014

Teacher Research: Integrating Action, Reflection and Observation

We are welcoming submissions to be considered for publication in our sixteenth issue (AUTUMN 2015). We are defining teacher research as inquiry, or self-study, conducted on one's practice in any educational context that provides ways of questioning, building on, and sharing knowledge about teaching.

Deadline for submissions is February 1, 2015

LEARNing Landscapes

LEARNing Landscapes is an open access online education journal published by LEARN

Published July 2013:

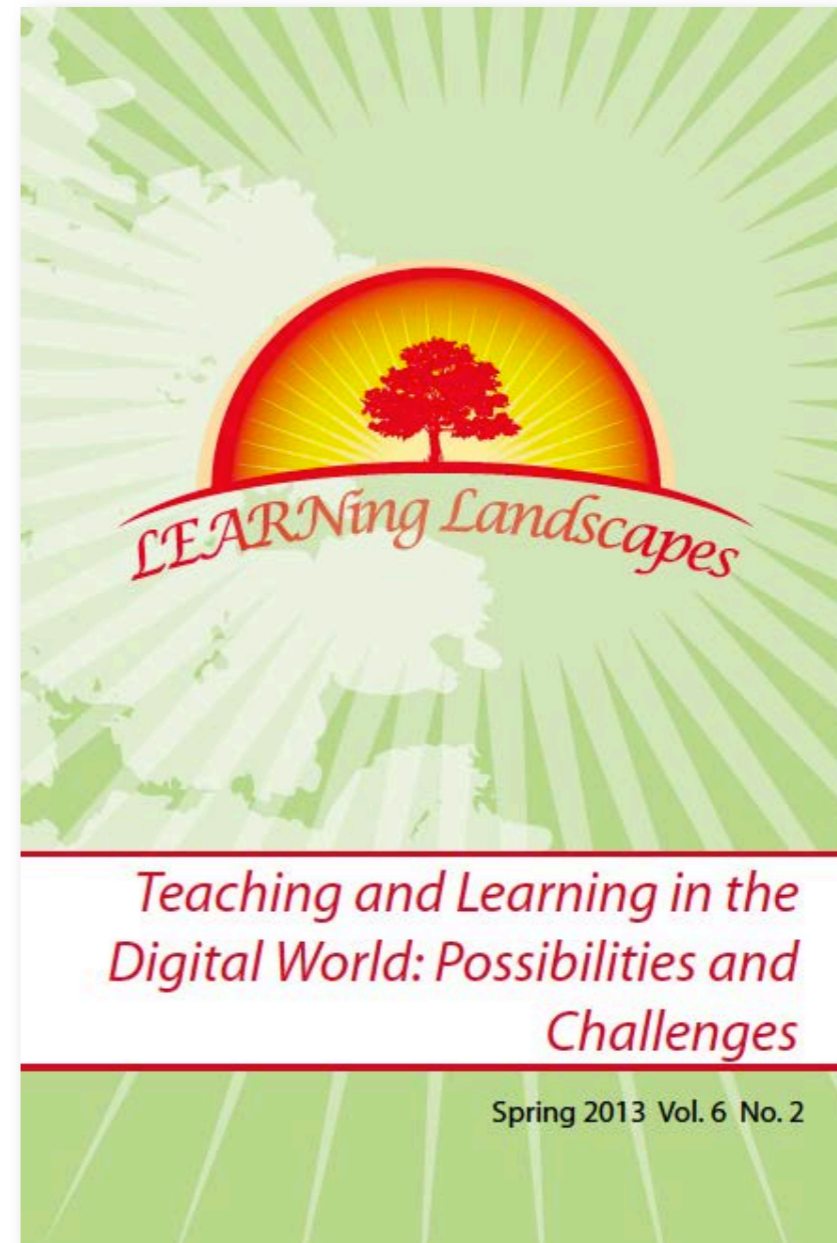
12th Issue - Vol.6 No. 2

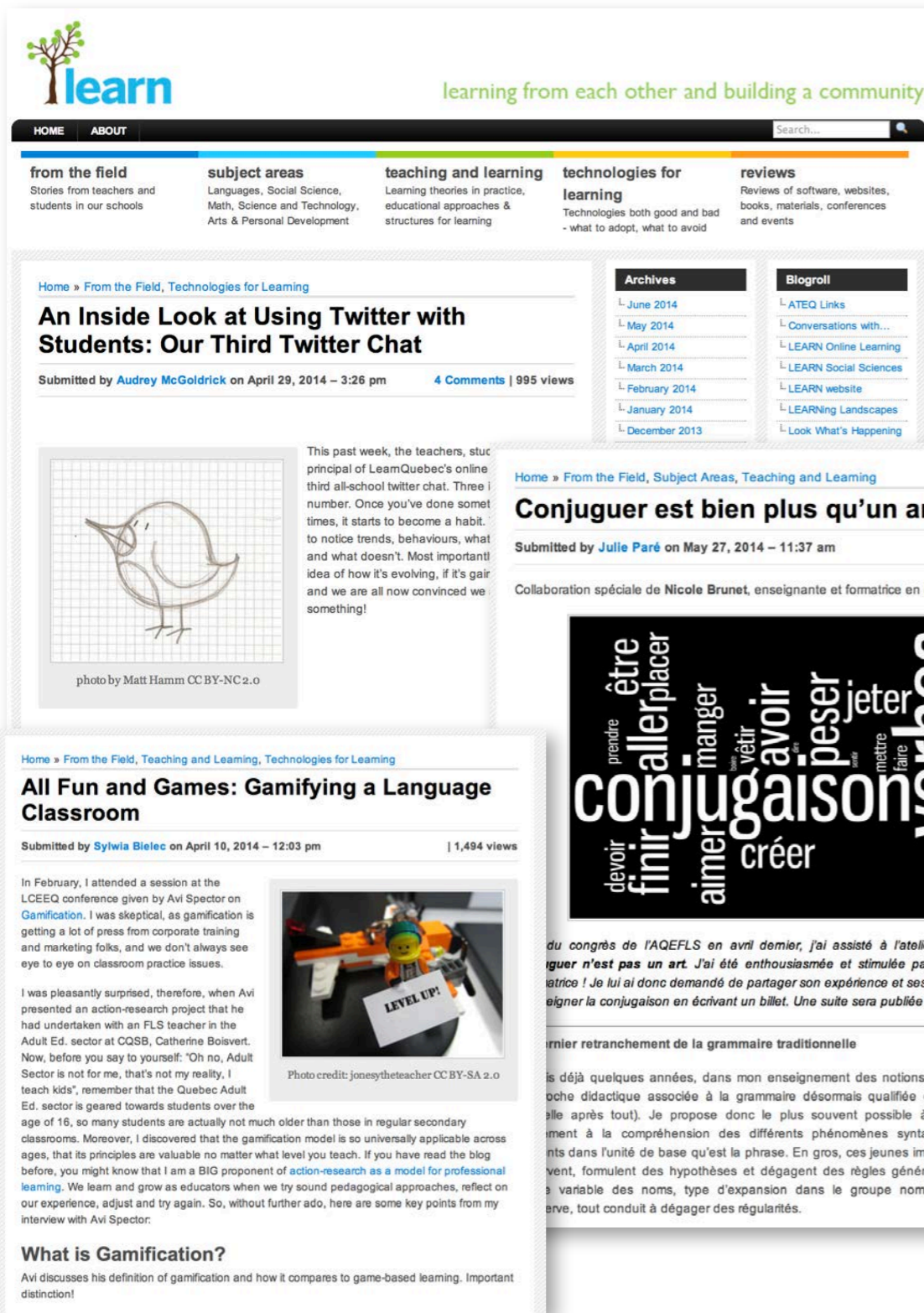
Teaching and Learning in the Digital World: Possibilities and Challenges

This issue addresses the impact of the digital world on teaching and learning by sharing particular examples and critical discussions from a wide range of learning contexts.

Authors in this volume include:

Michael Fullan, Seymour Papert and George Markowsky, Robert W. Lawler, Matt Russell (WQSB)



The screenshot shows the LEARN blog interface. At the top, there's a navigation bar with 'HOME' and 'ABOUT' links, and a search bar. Below this are five main categories: 'from the field', 'subject areas', 'teaching and learning', 'technologies for learning', and 'reviews'. The main content area features three article previews:

- An Inside Look at Using Twitter with Students: Our Third Twitter Chat** - Submitted by Audrey McGoldrick on April 29, 2014. Includes a drawing of a bird and a photo of a student with a 'LEVEL UP!' sign.
- Conjuguer est bien plus qu'un art !** - Submitted by Julie Paré on May 27, 2014. Includes a word cloud graphic with French verbs.
- All Fun and Games: Gamifying a Language Classroom** - Submitted by Sylwia Bielec on April 10, 2014.

Update April - June

- April - June - 8 posts so far by LEARN team members and guest:
 - **GrEau: From School Project to Business Opportunity - guest post**
 - **Conjuguer est bien plus qu'un art !**
 - **It's All About Creating**
 - **Celebrating the Journey: A Reflection on Learning from Experience**
 - **An Inside Look at Using Twitter with Students: Our Third Twitter Chat**
 - **All Fun and Games: Gamifying a Language Classroom**
 - **POP goes the Portfolio: Digital portfolio in the POP Classroom**
 - **Geolocalize it: The global context of everything**



The screenshot shows the LEARN blog interface. At the top, there's a navigation bar with 'HOME' and 'ABOUT' links, and a search bar. Below this are several category links: 'from the field', 'subject areas', 'teaching and learning', 'technologies for learning', and 'reviews'. The main content area features the article 'GrEau: From School Project to Business Opportunity' by Dianne Conrod, dated June 3, 2014. The article includes a photo of a bag of 'GrEau Mixed Lettuce' and a sidebar with an 'Archives' list and a 'Blogroll' of related links.

Update April - June

- June 3rd - Guest post by one of our online students, Benjamin Collier from Mecatina School, Littoral School Board:

GrEau: From School Project to Business Opportunity

One of LEARN's online students, Benjamin Collier, shares his experience with a school project developed this year by a group of students at Mecatina School in the du Littoral School Board. We are so proud of Ben's efforts (along with those of Chloe Anderson, Josh Boland, Brandon Leon, another online student, and teacher Chris Wong) and he was happy to write about their very successful project which responds to a need in his small isolated community. Ben wrote this post after harvesting on Friday.

Introduction by Dianne Conrod, Principal, Online Learning

Excerpt from the post:

“Whenever anyone hears about our current business they are usually amazed, and commend us on the ability to get such a project up and running. The respect is probably my favourite aspect at this point. It makes me proud that we as a group were able to achieve so much, and that people are glad we did. The last important thing we received is recognition outside our community. For such a small area, that’s something that’s pretty hard to do. Before *GrEau*, very few people knew what La Tabatière was and even fewer knew where it was located. Hopefully now with the variety of publicity we were able to achieve, people will know that big things really can come from small packages. ...”

Benjamin Collier



The GrEau Team: Teacher Chris Wong, Josh Boland, Benjamin Collier, Brandon Leon

The screenshot shows the GrEau website. It features a photo of four students smiling behind a large amount of fresh lettuce. A text overlay on the photo reads: 'GrEau: A Hydroponic Company founded and managed by students of Mecatina School for their community, La Tabatière'. Below the photo, there is a small text block explaining that 'Eau' is French for 'Water' and providing more details about the hydroponic business.



The screenshot shows the LEARN blog homepage with the following elements:

- Navigation:** HOME, ABOUT, Search...
- Menu:** from the field, subject areas (Languages, Social Science, Math, Science and Technology, Arts & Personal Development), teaching and learning, technologies for learning, reviews.
- Archives:** February 2014, January 2014, December 2013, November 2013, October 2013.
- Blogroll:** ATEQ Links, Conversations with..., LEARN Online Learning.
- Featured Article 1:** "Teacher Profile: Jody Meacher" by Susan van Gelder, February 19, 2014. Includes a photo of Jody Meacher and a bio.
- Featured Article 2:** "Teen Mental Health: Let's Keep the Conversation Going!" by Kristine Thibeault, February 28, 2014. Includes a photo of a student.
- Featured Article 3:** "To Code: Forward 2014" by Susan van Gelder, March 13, 2014. Includes a photo of a turtle-shaped programmable toy.

Update December-March

- December-March - 9 posts so far by LEARN team members:
- ***Life as a Pre-service Teacher, Part 2 “Education for Sustainable Development”***
- ***To Code: Forward 2014***
- ***Teen Mental Health: Let’s Keep the Conversation Going!***
- ***Teacher Profile: Jody Meacher***
- ***Above and Beyond: Teacher Appreciation Week***
- ***Just Do It? Reflections on Perfection Paralysis***
- ***Teacher Profile: An interview with Cycle 1 teacher Mary Ellen Lynch***
- ***Brand New Tool, Same Old School? - guest post***
- ***Teacher Book Picks: Favourites from the Field***




learning from each other and building a community

HOME ABOUT ACTIVITY CALENDAR GROUPS MEMBERS Search...

from the field »

To Tweet or not To Tweet? Twitter in My Classroom
December 3, 2013 – 4:43 pm | 57 views

Twitter for me? Twitter for my classroom? Is it really possible? I mean Twitter is for finding out what Justin ...

Read the full story »

technologies for learning »

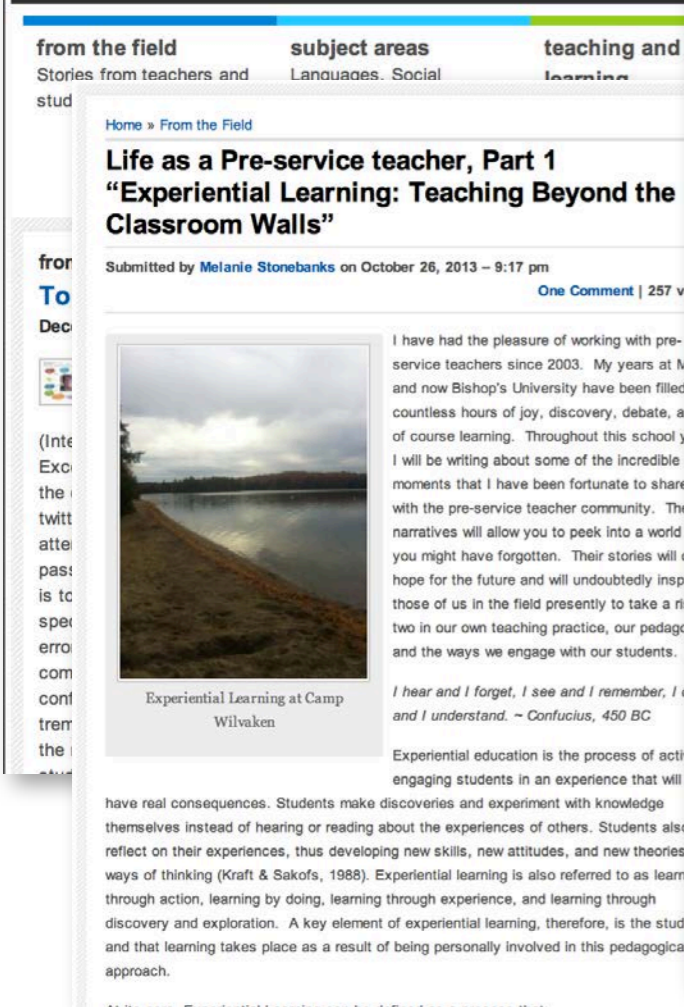
To Tweet or not To Tweet? Twitter in My Classroom
December 3, 2013 – 4:43 pm
57 views

iPadding... upstream! How do you manage it?
November 19, 2013 – 3:47 pm
272 views

iPad en classe de FLS :

Update September-December

- September-December - 9 posts so far by LEARN team members:
 - **To Tweet or not To Tweet? Twitter in My Classroom**
 - **iPadding... upstream! How do you manage it?**
 - **iPad en classe de FLS : mission possible !**
 - **Life as a Pre-service teacher, Part 1 “Experiential Learning: Teaching Beyond the Classroom Walls”**
 - **Plugging into Parents: Using technology to build and sustain positive parent-school relationships**
 - **Visual Notetaking: Tapping into other modalities for learning**
 - **The Tablet in the Room: Tablet Technology in Kindergarten**
 - **Always Learning - possibilities and practicalities**
 - **Happy Happier New Year!**



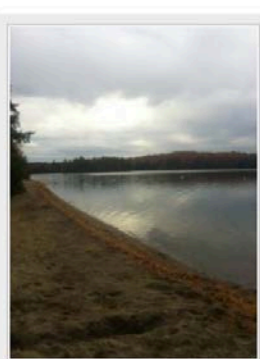
from the field subject areas teaching and learning

Stories from teachers and Languages. Social Learning

stud

Home » From the Field

Life as a Pre-service teacher, Part 1 “Experiential Learning: Teaching Beyond the Classroom Walls”
Submitted by **Melanie Stonebanks** on October 26, 2013 – 9:17 pm
One Comment | 257 views



Experimental Learning at Camp Wilvaken

I have had the pleasure of working with pre-service teachers since 2003. My years at M and now Bishop's University have been filled countless hours of joy, discovery, debate, and of course learning. Throughout this school year I will be writing about some of the incredible moments that I have been fortunate to share with the pre-service teacher community. The narratives will allow you to peek into a world you might have forgotten. Their stories will give you hope for the future and will undoubtedly inspire those of us in the field presently to take a risk and try two in our own teaching practice, our pedagogy and the ways we engage with our students.

I hear and I forget, I see and I remember, I do and I understand. ~ Confucius, 450 BC

Experiential education is the process of actively engaging students in an experience that will have real consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories of thinking (Kraft & Sakofs, 1988). Experiential learning is also referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration. A key element of experiential learning, therefore, is the student and that learning takes place as a result of being personally involved in this pedagogical approach.



Home » From the Field, Subject Areas, Teaching and Learning, Technologies for Learning

iPad en classe de FLS : mission possible !
Submitted by **Julie Paré** on November 11, 2013 – 12:12 pm
No Comment | 668 views

Cette année, j'ai décidé d'intégrer les iPad dans mon cours de FLS. Dans cet article, je veux vous faire part de ma démarche, de mes questionnements, de ma planification de leçons, du travail des élèves et de leurs commentaires.



Ma réflexion.

Avant de me lancer dans cette expérimentation, j'avais plusieurs questions, interrogations. Les questions en rafale :

- Pourquoi utiliser un iPad en classe ?
- Quelle est la valeur ajoutée ? Quels sont les avantages ?
- Qu'est-ce que les élèves vont apprendre ?
- Quels sont les apprentissages visés ?
- Quelles sont les connaissances antérieures de mes élèves quant au contenu enseigné et aux connaissances technologiques ?
- Quelles sont les compétences visées ?
- Quel est le lien avec le programme de FLS ?



Local Conferences/Workshops

April / May 2014

- **LEARN 101** - RSB
- **Literacy Continuum** - MELS-PACTE, DEEN
- **LEARN's Elementary Resources** - WQSB
- **Literacy Continuum and IEPs** - EMSB
- **LEARN's Secondary Resources and Services** - WQSB

March 2014

- **Adapting with Technology** - EMSB
- **LEARN 101** - LBPSB



Local Conferences/Workshops

January/February 2014

- **SOS LEARN and LEARN Resources and Services** - WQSB
- **ePEARL2 for High School** - Concordia University
- **Creation of a Professional Teacher Identity using ePearl** - Bishop's University
- **CLIC Workshop** - SWLSB
- **Sakai Basics** - EMSB
- **Literacy Continuum** - EMSB
- **LEARN 101** - CQSB, LBPSB, EMSB, McGill
- **ERC Resources at LEARN** - McGill University, Bishop's University
- **The Power and Perils of Taking the Lead on Technology** - McGill University

December 2013

- **Introduction to LEARN Resources** - SWL, CQSB



Local Conferences/Workshops

October - November 2013

- **SOS LEARN and LEARN Resources and Services** - Littoral School Board
- **Introduction to ePEARL** - McGill University
- **Creation of a Professional Teacher Identity using ePearl** - Bishop's University
- **LEARN Resources and PLCs** - Bishop's University
- **Robotics in Kindergarten** - SWLSB
- **LEARN 101** - SWLSB, CQSB

July-September 2013

- **LEARN Social Science Resources** - CQSB
- **Online Learning Looking Forward** - Advisory Board of English Education
- **Introduction to LEARN** - EMSB, QAIS



Local Conferences/Workshops

LCEEQ Annual Conference February 2014

- ***Building a Personal Learning Network – Lifelong Learning at your Fingertips***
- ***Social Sciences Online: Great tools we can use together !***
- ***Blogging and Tweeting in the Classroom***



Workshops Delivered - 2013-2014

EMSB Ped Days in November - 1st, 8th and 15th Lauren Hill Academy, James Lyng School, Lester B. Pearson School

- ***ePearl, a Digital Portfolio as a Tool to Organize, Structure, Reflect and Grow***
- ***Social Sciences Online: Great tools we can use together!***
- ***My Digital Life: Twitter in the classroom and as PD***
- ***Flipping the Classroom in a Digital Citizenship World***

LEARN-RÉCIT session on November 21st at EMSB:

- ***Integrating the iPad into Classroom Practices***

Sessions for Pre-Service Teachers

- ***Introduction to ePearl***
- ***Creation of a Professional Teacher Identity using ePearl***
- ***LEARN Resources and PLCs***



Workshops Delivered - 2013-2014

QPAT 2013

LEARN Kiosk at Exhibition Hall

Spotlight on the Arts with MAD2 committee

- ***Engaged and Fulfilled: Educating 21st Century Citizens with the Arts - round table***

Conference sessions:

- ***Flipping with Voicethread***
- ***Praxis Malawi: Curriculum for Change***



Presentations at Conferences

2e Colloque international sur les technologies en éducation : bilan, enjeux actuels et perspectives futures

- *L'apprentissage professionnel - une approche socio-constructiviste*

2014 Digital Learning Spring Conference: Engaging Flexible Learning

- *On2LEARN: A description of our learning repository*
- *CANeLearn: A Pan-Canadian K-12 eLearning Association*
- *One Child at a Time*

AQUOPS 2014

- *PERLE, un portfolio numérique pour structurer, organiser et apprendre*

34e congrès de l'AQEFLS

- *iPad en classe de FLS : mission possible!*



Presentations at Conferences

- CanFlip
 - *Geogebra and the Coflip*
 - *Flipping with Voicethread*
- ISTE 2013
 - *EPEARL: Electronic Portfolio Encouraging Active Reflective Learning*
- INACOL 2013 - International Association for K-12 Online Learning
 - *Online Communities of Collaboration: A Vision for Sustainable Professional Learning and the Role of Online Communities*
 - *A Canadian Perspective on Student Centred Online Learning - panel*
 - *CANeLearn: A Pan-Canadian K-12 eLearning Association*
- 4th International Symposium on Poetic Inquiry
- DevLEARN
 - *Portfolios as Tools for Professional Learning*
 - *Developmental Literacy Continuum*

LEARN by Numbers – Year to Date

60% increase
in visits using
tablets

100% increase
in visits using
smart phones

18% increase
in unique visitors
compared to last year

2.24 minutes
average time spent on
public sections of site

Traffic Sources

360% increase
in google.ca
referrals
compared to last
year

Sakai Community Portal

+102 Communities

+5179 Participants

Workshops
held so far this
year: +87

Total number of
participants: +2480



Fall session
Four nights a week

Over 1330
registrations
since October 11