



June 13, 2013

Organizational
Projects

Educational
Technology

Pedagogical
Projects

Online
Learning

Collaborative
Initiatives

Publications &
Presentations

Organizational Projects

2012–2013

Worldblu @ LEARN



Principles of democratic organizations

3rd 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.

Organizational Knowledge

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 planned for summer 2013

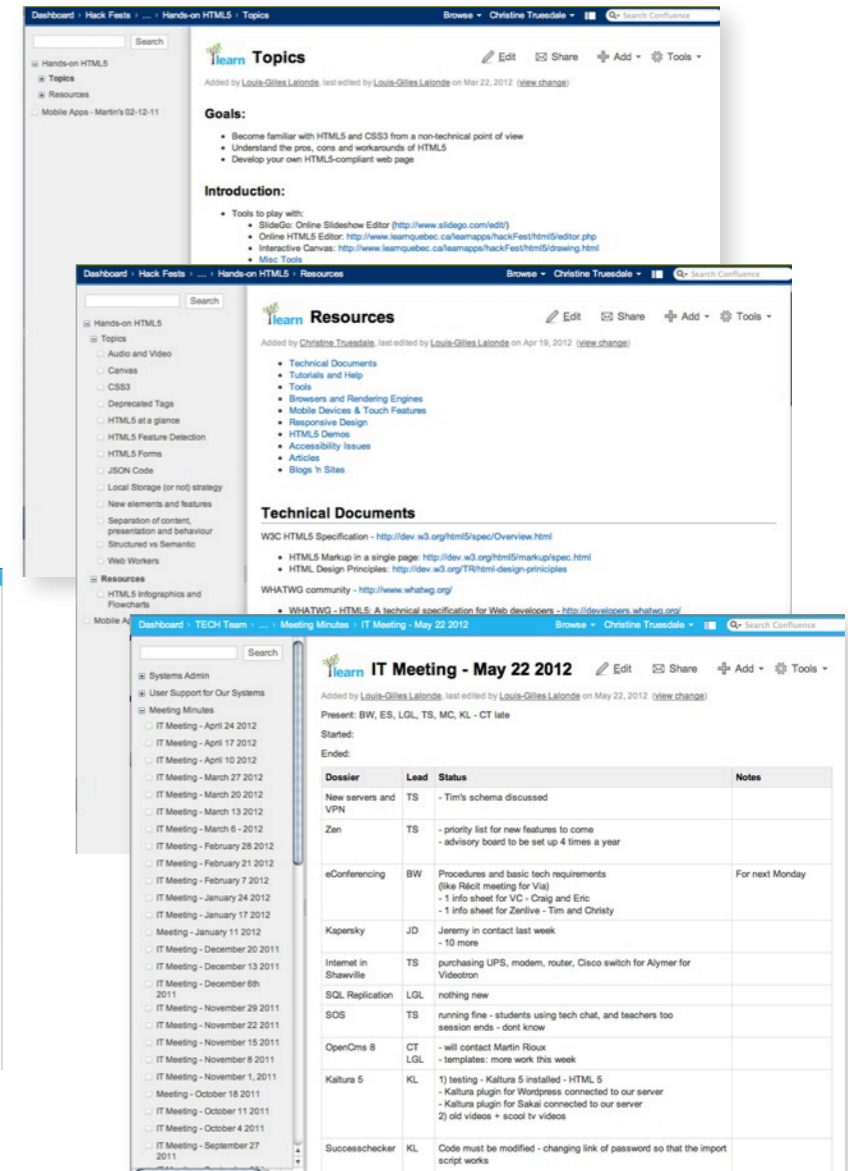
Update:

- increased usage for project and process documentation
- increased usage for meeting minutes
- increased usage for project planning
- increased usage for collaborative work



The screenshot shows a Confluence dashboard with several pages. The top page is 'Workshops and Community support July 1 - September 30 2012' with a table of workshop details. Below it is 'INACOL 2012' with a list of events. The bottom section is 'My Calendars' showing a calendar for October 2012 with various events and birthdays.

Workshop title	Date	Presenter(s)	Description	Location	Audience	Number of Participants
Blogging in the Literacy	Aug 14	S. Blasec	Pedagogical, ethical and legal issues surrounding blogging with	MELS Literacy	elem & sec. teachers	25



The screenshot shows three pages from Confluence. The top page is 'Topics' with goals and an introduction. The middle page is 'Resources' with a list of technical documents. The bottom page is 'IT Meeting - May 22 2012' with a meeting agenda and a table of meeting details.

Dossier	Lead	Status	Notes
New servers and VPN	TS		- Tim's schema discussed
Zen	TS		- priority list for new features to come - advisory board to be set up 4 times a year
eConferencing	BW		Procedures and basic tech requirements (like Ricolt meeting for Via) - 1 info sheet for VC - Craig and Eric - 1 info sheet for Zenlive - Tim and Christy
Kapensky	JD		Jeremy in contact last week - 10 more
Internet in Shawville	TS		purchasing UPS, modem, router, Cisco switch for Alymer for Videotron
SQL Replication	LGL		nothing new
SOS	TS		running fine - students using tech chat, and teachers too session ends - dont know
OpenCms 8	CT		- will contact Martin Rioux - templates: more work this week
Kaltura 5	KL		1) testing - Kaltura 5 installed - HTML 5 - Kaltura plugin for Wordpress connected to our server - Kaltura plugin for Sakai connected to our server 2) old videos - scod tv videos
Successchecker	KL		Code must be modified - changing link of password so that the import script works

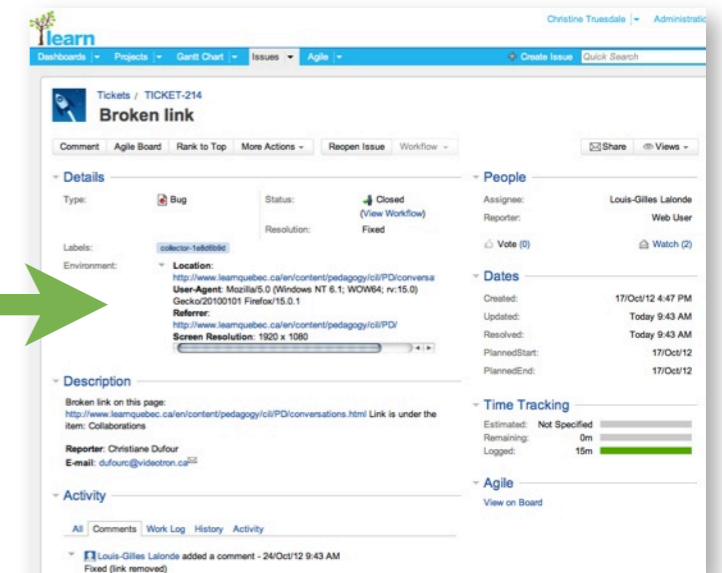
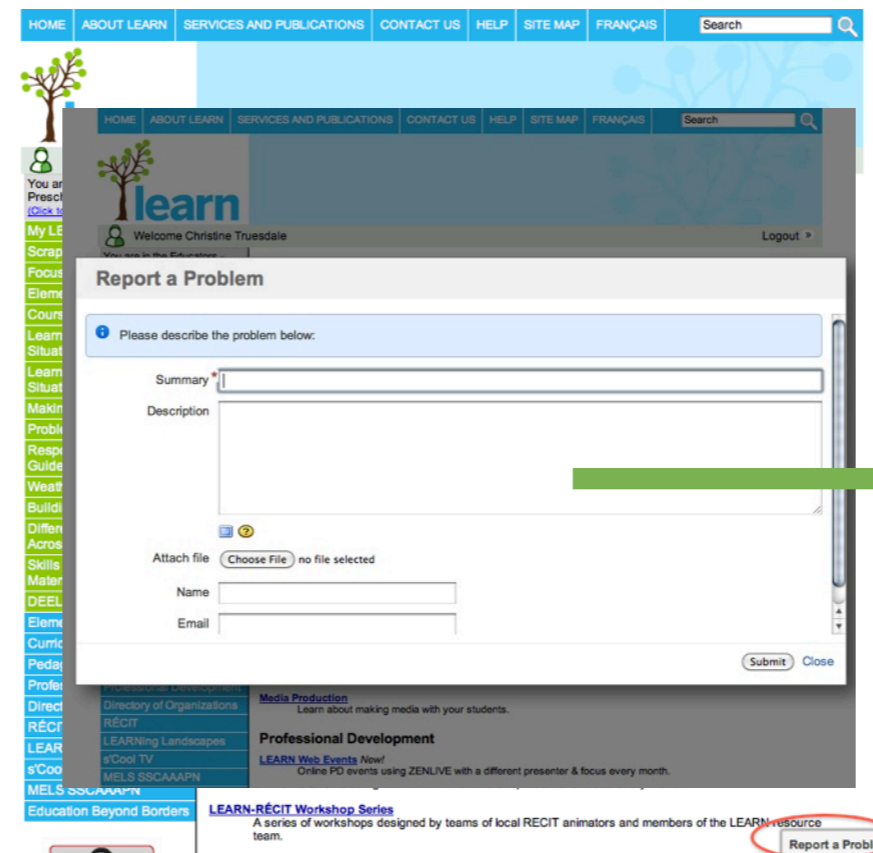
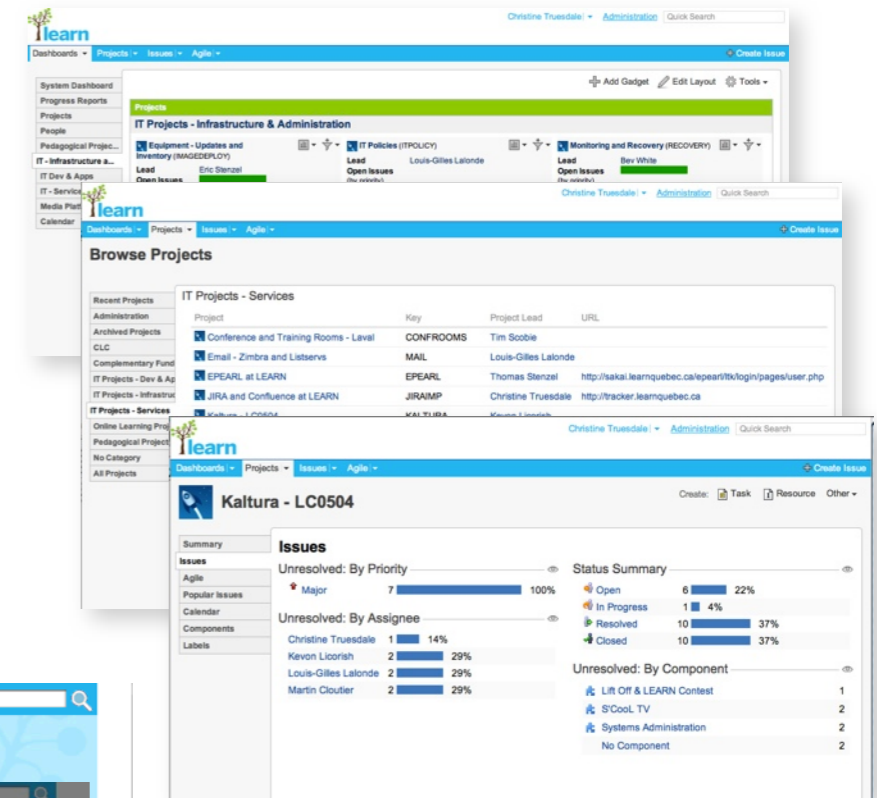
Project Tracking

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:

- update to new version planned for July 2013
- increased usage of Dashboards to track across projects
- promoted use by all for IT and design & development projects
- integration with services - *Report a Problem* button available on all pages of the LEARN website creates an issue directly in the tracking system



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
- New LEARN LinkedIn page as of March 2013



The collage illustrates social media management for LEARN. It includes:

- Facebook:** A login form with fields for 'Email or Phone' and 'Password', and a 'Log In' button. A banner for 'LEARN Québec is on Facebook' with 'Sign Up' and 'Log In' buttons is also visible.
- LinkedIn:** A profile page for 'Leading English Education and Resource Network (LEARN)'. It includes an 'About' section, 'Vision' (To be a Beacon for Excellence in Education), 'Mission' (To provide access to quality learning material...), 'Specialties' (E-Learning, Learning Materials, Educational Technology), 'Headquarters' (2030 Dagenais Blvd. West 2nd Floor Laval, Quebec H7L 5W2 Canada), 'Website' (http://www.learnquebec.ca), 'Industry' (E-Learning), 'Company Size' (51-200 employees), and 'Founded' (2005).
- Twitter:** A profile page for 'LEARN Quebec' (@LEARNQuebec) with 281 tweets, 64 following, and 180 followers. Recent tweets include announcements about a career fair and congratulations to teachers.
- Social Sharing:** Buttons for 'Tweet' (1), '+1', and 'Like' (10). Below these are tags: 'online tutoring, parents, sos learn'.

LEARN Staff Development and Welcome Back – August 23



- *Laughology Workshop with Albert Nerenberg*



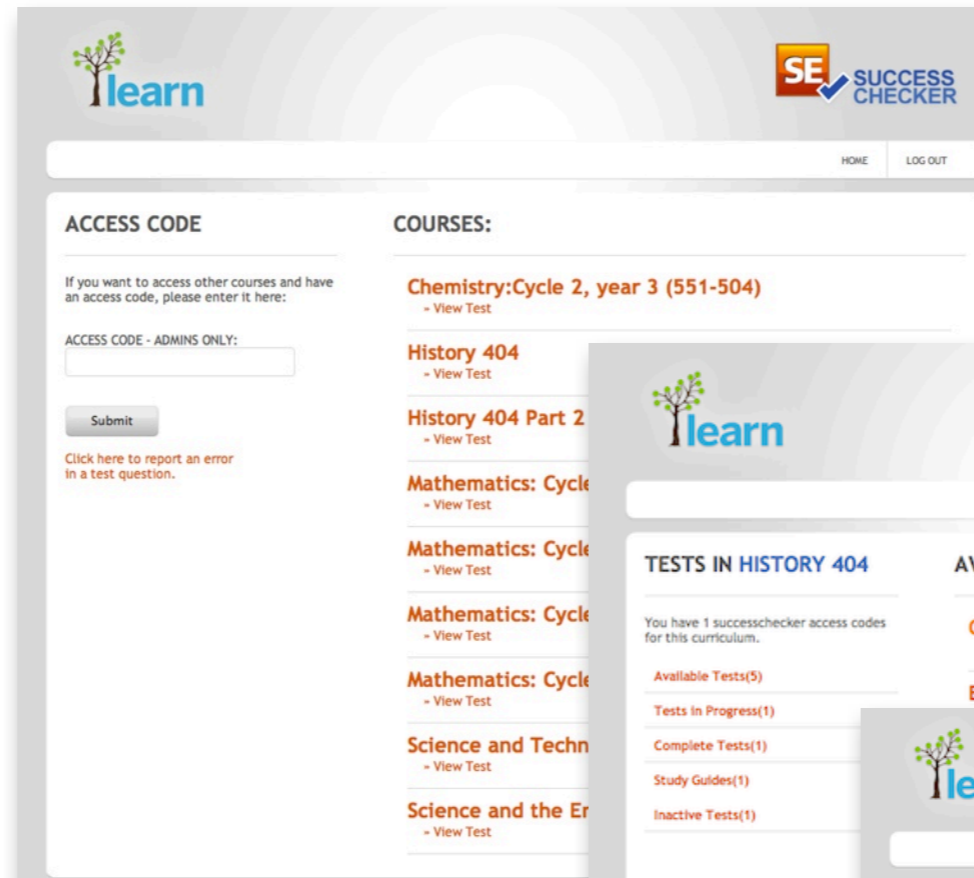


Pedagogical Projects

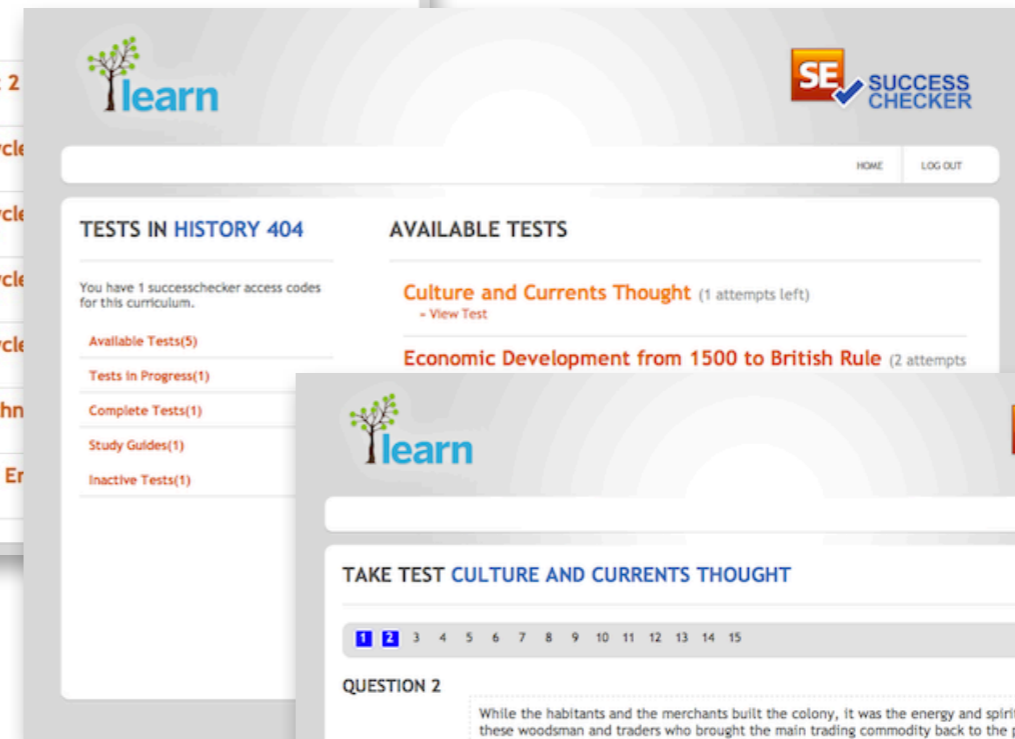
2012–2013



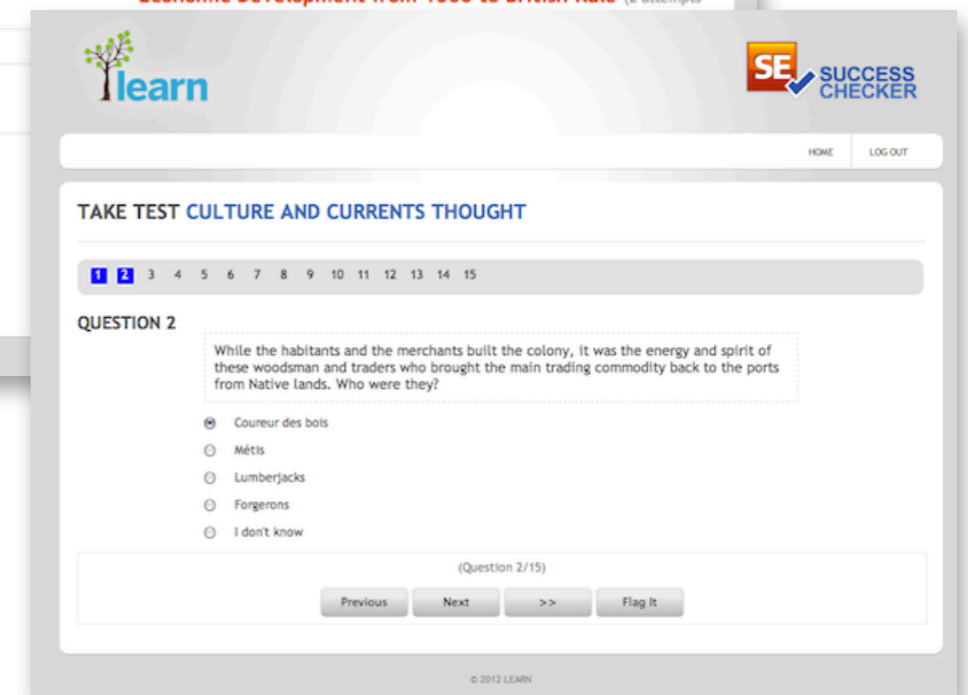
- New sections:
 - History 404
 - Math - TS Year 3
 - Physics
- Additional resources
- Customized study guides for students based on their responses



The screenshot shows the main interface of the Success Checker. It features the 'learn' logo and 'SE SUCCESS CHECKER' branding. There are navigation links for 'HOME' and 'LOG OUT'. The page is divided into two main sections: 'ACCESS CODE' and 'COURSES'. The 'ACCESS CODE' section includes a text input field and a 'Submit' button. The 'COURSES' section lists various subjects with 'View Test' links, including Chemistry, History 404, Mathematics, and Science.



This screenshot displays the 'TESTS IN HISTORY 404' page. It shows a summary of test statistics: 'Available Tests(5)', 'Tests In Progress(1)', 'Complete Tests(1)', 'Study Guides(1)', and 'Inactive Tests(1)'. On the right, under 'AVAILABLE TESTS', two tests are listed: 'Culture and Currents Thought' (1 attempt left) and 'Economic Development from 1500 to British Rule' (2 attempts).



This screenshot shows a question from the 'TAKE TEST CULTURE AND CURRENTS THOUGHT' test. The question is: 'While the habitants and the merchants built the colony, it was the energy and spirit of these woodsman and traders who brought the main trading commodity back to the ports from Native lands. Who were they?'. The multiple-choice options are:

- Coureur des bois
- Métis
- Lumberjacks
- Forgerons
- I don't know

 The interface includes a progress bar at the top (1-15), navigation buttons ('Previous', 'Next', '>>', 'Flag It'), and a '(Question 2/15)' indicator.



- Elementary Cycle 1 10 Curriculum Units: Learning Activities and Resources
- Adapted print version for web
- Evaluation and Observation Tools available as PDFs

SELF-EVALUATION
ROLE-PLAYING

Name: _____
Date: _____

I spoke loudly.	I spoke clearly.
I made eye contact with my audience.	The audience easily understood my role-play.
I acted out a parent's career.	

I did well.
 I could improve.
 I had difficulty.

FOCUS © LEARN 2003

- Elementary Cycle 1 Social Sciences in French
- Adapted print version for web
- Tools available as PDFs

The screenshot shows the 'Construire mon monde' website interface. At the top, there is a navigation menu with links: ACCUEIL, À PROPOS, SERVICES ET PUBLICATIONS, NOUS JOINDRE, AIDE, PLAN DU SITE, ENGLISH, and a search bar labeled 'Rechercher'. Below the menu is the 'learn' logo and the title 'Construire mon monde' with a cartoon face. A user is logged in as 'Christine Truesdale' with a 'Fin de session' link.

The main content area is titled 'Construire mon monde (CMM) offre des pistes de...'. It includes a sidebar with a menu: Scrapbook, Ma page d'accueil, Focus-Vision Primaire, Focus-Vision Secondaire, Situations d'apprentissage et d'évaluation - 1e cycle du secondaire, Situations d'apprentissage et d'évaluation - 2e cycle du secondaire, Cartes problèmes, Cartes de réaction, Rendre les médias accessibles, and Construire mon monde (with sub-items: Ma famille, Ma classe, mon école, Ma communauté, À propos, PFEQ).

The main content area has sections for 'Ma famille' and 'Ma classe et mon école'. The 'Ma famille' section includes a diagram with a central face and four speech bubbles: 'Qu'est-ce qu'une famille?', 'Où habitons-nous?', 'Qui sont mes ancêtres?', and 'Comment vit-on en famille?'. Below this is a list of bullet points and a table of questions.

Question principale (cliquer pour voir les activités)	Sousquestions
Qu'est-ce qu'une famille ?	<ul style="list-style-type: none"> • Qu'est-ce que je sais déjà sur la famille ? • Qui est dans ma famille ? • Comment faire pour que les autres sachent qui est dans ma famille? • Est-ce que tout le monde a une famille comme la mienne?
Où habitons-nous ?	<ul style="list-style-type: none"> • Où habitent les gens, les animaux ? • Moi, j'habite où ? • Où habitaient mes grands-parents lorsqu'ils étaient petits ?

At the bottom of the page, there is a 'La société' section with the text 'Les gens Les groupes' and a 'SOS LEARN' logo.

Outils techniques

Nom : _____ Date : _____

Formulaire d'enquête

J'ai rencontré _____

Cette personne est _____

Question N°1 : _____

Réponse : _____

Question N°2 : _____

Réponse : _____

Question N°3 : _____

Réponse : _____

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Parent Section of Website

New pages for Elementary and Secondary Parents

Elementary Community Parents

This section of the LEARN website is for parents of Elementary School students

Subject Support
Resources, tools and program information to help you support your child.

- Kindergarten
- Elementary cycle 1
- Elementary cycle 2
- Elementary cycle 3

Only at LEARN
Your child has a LEARN username and password. Find out about the services s/he can access as part of the LEARN community.

Community Resources For Parents

In Your Community

School Boards
English School Boards administer English schools in a particular territory. Where you live will determine to which school board you belong.

Central Quebec School Board
<http://www.cqsbc.qc.ca>

Subject Support for Elementary Cycle 1

Elementary Cycle 1 (Grades 1 and 2)

English Language Arts

Subject Specific Resources
[Reading](#) | [Writing](#) | [Media](#)

General Resources and Tools
[Scholastic BookFlix - Ebooks](#) | [Literacy Today](#) | [Abracadabra - Literacy Program](#) | [Web Links](#) | [Focus Tools](#)

Program Information
[QEP Program](#) | [Progression of Learning](#)

Français langue seconde

Subject Specific Resources
[Ressources culturelles](#) | [Ressources littéraires et médiatiques](#) | [Ressources grammaticales](#)

General Resources and Tools
[Sites d'approfondissement pour le primaire](#) | [Matériel interactif](#)

Program Information
[Les programmes et la progression des apprentissages](#)

Mathematics

Subject Specific Resources
Add links to student resources here.

Learning with Your Child

Learning with your Child

Your Child on the Internet

Internet Safety
Help your child have a positive digital footprint (the traces s/he leaves on the Internet). Learn about safety issues and appropriate online behaviour.

Cyberbullying
Learn about how to prevent online bullying and what to do when it happens.

Media and Digital Literacy: Resources for Parents
From the site: "Young people are immersed in technology in ways previous generations could not have imagined. Common Sense Media has compiled this list of resources for parents seeking advice and information about how to help their children explore smartly and stay safe."
<http://www.edutopia.org/digital-literacy-technology-parent-resources>

Google Family Safety Center: Tips and Advice for keeping your family safe online
Advice on safety issues and tools to use to help choose what content is seen online.
<http://www.google.ca/goodtoknow/familysafety/>

Your Child and Computers and Gaming

Game tips for parents
from Media Smarts
<http://mediasmarts.ca/blog/game-tips-parents>

Parenting the Digital Generation
from MediaSmarts "Kids today are going online at younger ages -- which means that parents have to get involved in their digital lives much sooner than they used to. Although you may sometimes feel out of your depth when it comes to technology, as a parent you have an important role to play in helping your kids safely navigate the online spaces and activities they enjoy. The Parenting the Digital Generation workshop looks at the various activities kids love to do online and offers tips and strategies for everything from Facebook privacy settings, online shopping, cyberbullying, to protecting your computer from viruses."
<http://mediasmarts.ca/tutorial/parenting-digital-generation>

Your Child at Home

MELS Action Plan on Reading
Get your child reading. Read with him or her. Ideas to help you.

- Poster - Alphabet Soup: A recipe that cannot fail when reading is high on your priority list
 - Format PDF, colour, 140 Kb
 - Format PDF, black and white, 1.64 Mb
- Poster - Growing up with reading
 - Format PDF, colour, 272 Kb
 - Format PDF, black and white, 1.91 Mb
- Quiz - Give your child a precious gift: A love of reading
 - Format PDF, colour, 288 Kb

Description:

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

Objectives:

1. Track student language literacy development over time
2. View class development over time
3. Use data to guide teaching practices

Development and Pilot

- Pilot with Vanguard School Fall 2012/Winter 2013
- Will use the tool for all elementary and secondary Cycle 1 students next year



The screenshot displays the 'Literacy Profile' interface for 'Demo1, Student1'. It features a navigation bar with 'Reading', 'Writing', and 'Talk' tabs, and buttons for 'Comment', 'Snapshots', and 'Next'. The main content area is divided into three literacy levels: Exploring, Emerging, and Fluent. 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.' The interface also includes a 'Prev' button and a 'Next' button.



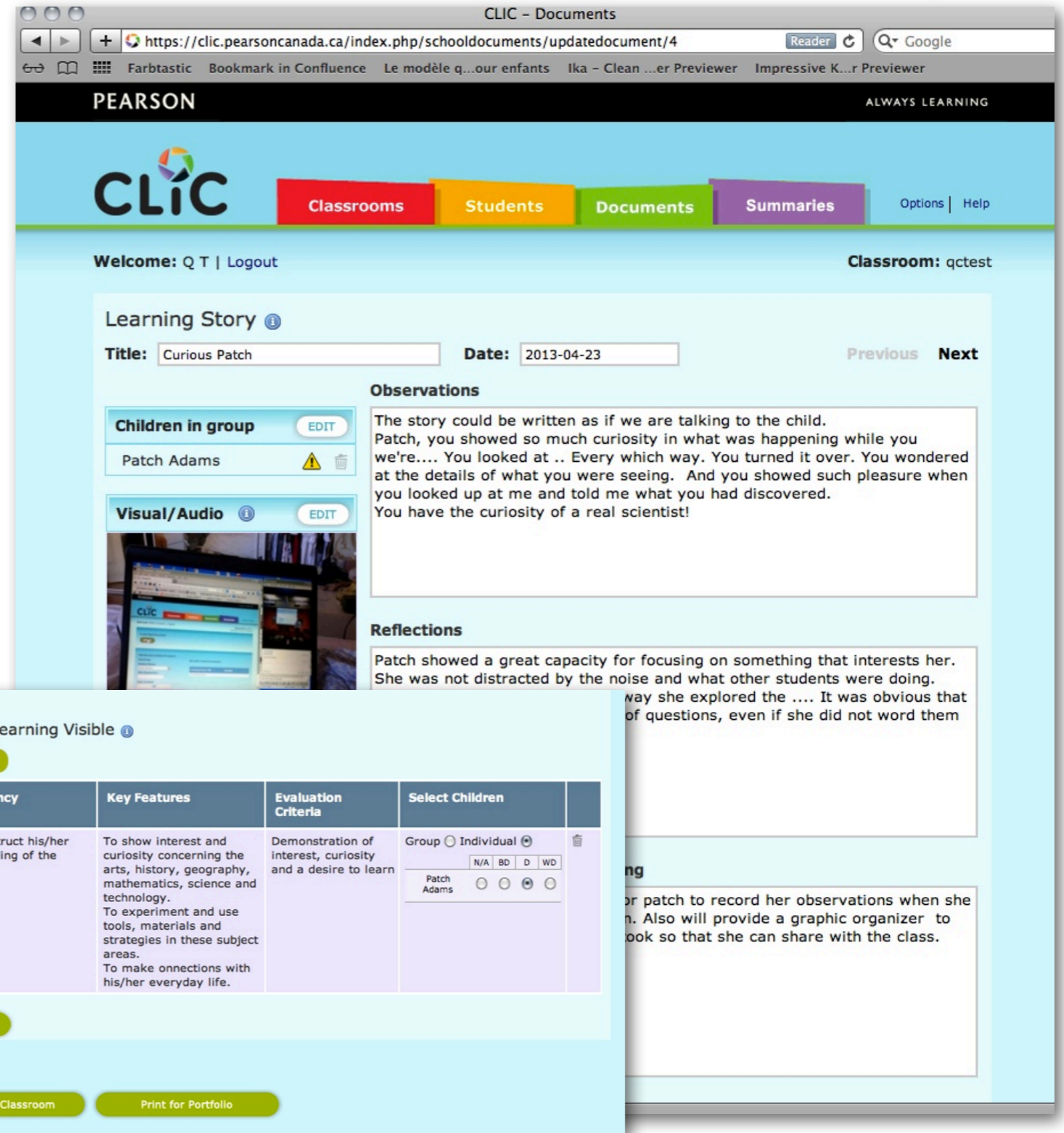
Description:

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

Coordination of pilot with Pearson and two school boards.

Development and Pilot

- Contribution of Preschool QEP - competencies and evaluation criteria
- Piloted with 20+ teachers at Riverside and Sir Wilfrid Laurier School Boards
- Pilot will be extended in 2013-2014 based on teacher feedback



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 slogan "ALWAYS LEARNING". The main navigation menu has tabs for "Classrooms", "Students", "Documents", and "Summaries". The user is logged in as "Q T" and the current classroom is "qctest".

The "Learning Story" section shows the title "Curious Patch" and the date "2013-04-23". There are "Previous" and "Next" navigation links. The "Observations" section contains 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 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".

The "Making Learning Visible" section features a table with the following columns: Competency, Key Features, Evaluation Criteria, and Select Children.

Competency	Key Features	Evaluation Criteria	Select Children
5. To construct his/her understanding of the world	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.	Demonstration of interest, curiosity and a desire to learn	Group <input type="radio"/> Individual <input checked="" type="radio"/> N/A BD D WD Patch Adams <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>

At the bottom of the "Making Learning Visible" section, there are buttons for "Save", "Print for Classroom", and "Print for Portfolio".

Preschool Education

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: Password:

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 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](#)

Curriculum
Pedagogy
Professional Development
Directory of Organizations
RÉCIT
LEARNING Landscapes
s'Cool TV
MELS SSCAAAPN
Education Beyond Borders

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: Password:

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

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

English Language Learners in Kindergarten

The purpose of this resource is to help teachers understand how young, English language learners, develop English over the course of a year. On this site, we refer to English language learners (ELL) as children whose first language is a language other than English.

What will you find here?

- a site organised according to the 5 phases of development characteristically more a description of each videos to illustrate each a section of "The planning including str Examples of books a English language lea

Documentation

- Summary notes of e when working with ch second language.
- The list of the resource: create our general overvi phases of development a that describe in more det process a 2nd language i
- Printable version of the (site).

Credits

Author: Kim McGrath, Pres Review: Christiane Bourda Editing, Media Productio Our thanks to Kindergarten School, Riverside School B

Phases of language development for English

Phase 1: Beginning

[\[Printable version \]](#)

What this phase looks like

Overview
At this phase of development, children arrive in our classrooms with no English comprehension or oral communication skills. They are completely dependent on their mother tongue. These are children who may have immigrated to Quebec from another country or come from a French speaking household.

The "Silent Period"
It is not uncommon for children who are in this phase of development to refrain from speaking. This stage is sometimes referred to as the "silent period" (1). During this silent period, children are listening, observing and accumulating knowledge of the English language. It is important to note that this silent period can last anywhere from a few weeks to a few months. Children will begin to speak English when they are ready.

Strategies
Children at this phase of development will often use gestures to communicate; they will imitate others, and will constantly use their mother tongue (L1) to interact in their learning environment.

Audio segment: Kim McGrath, MELS and Preschool educator
[\[Audio transcript PDF \]](#)

GO TO:

- Phase 2
- Phase 3
- Phase 4
- Phase 5

Curriculum
Pedagogy
Professional Development
Directory of Organizations
RÉCIT
LEARNING Landscapes
s'Cool TV
MELS SSCAAAPN
Education Beyond Borders

ELL Phase 1-1
Phase 1 is typical of...

ELL Phase 1-2
Children with no English...

ELL FAQ
ELL FAQ Phases 1&2
FAQ: Should we speak to...

Capsules grammaticales créées par des élèves de la classe de Isabelle Hert et de Rosemarie Colannino, de l'École Pierre de Coubertin, EMSB

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 .

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

Ressources grammaticales

Depuis quelques années, l'approche de la classe inversée, communément appelé "Flipped Classroom", ne cesse d'augmenter en popularité. Traditionnellement, l'enseignement magistral se fait en classe et l'élève consolide sa compréhension de ce qui a été enseigné durant le reste de la période d'apprentissage ou à la maison en effectuant des devoirs. L'approche de la classe inversée propose le contraire. L'enseignement magistral se donne sous forme de capsules vidéos présentant des mini-leçons. L'élève prend connaissance de ces vidéos à la maison mais ce n'est qu'en classe, avec l'aide de son enseignant et de ses pairs, qu'il travaille à la compréhension des concepts auxquels il s'est exposé la veille.

Vidéo explicative (en anglais): <http://www.flippedclassroom.com/>

À l'école Pierre de Coubertin, de la commission scolaire English-Montréal, les élèves du 3ème cycle de la classe de Mme. Isabelle Hert et de Mme. Rosemarie Colannino se sont lancés dans cette aventure. Ils ont cependant jugé bon de créer eux-mêmes des leçons à partager avec le reste du monde. Ces leçons portent sur la grammaire, plus précisément sur les règles régissant l'utilisation des homophones et la formation de mots au féminin et au pluriel.

Le pluriel

les noms (règle générale)
 terminant par "eu"
 terminant par "ail" 1
 terminant par "ail" 2
 terminant par "au"
 terminant par "ou"
 terminant par "eau"
 terminant par la lettre "z"
 terminant par les lettre "s" ou "x"

exceptions
 terminant par "ou"

Le féminin

les mots (règle générale)
 terminant par "et"
 terminant par "eur"
 terminant par "teur"
 terminant par "er"
 terminant par "eau"
 terminant par "if"
 terminant par "en"
 mots terminant par la lettre "c"
 terminant par "p"
 terminant par "x"

exceptions
 noms1
 noms2
 noms3

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 .

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

Classe inversée

Le pluriel / les noms (règle générale)

00:13

Le pluriel / les noms (règle générale)

Le pluriel / terminant par eu

Le pluriel / terminant par ail (1)

Le pluriel / terminant par ail (2)

Vous êtes dans la section des Enseignants - Préscolaire/Primaire .

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

Classe inversée

LES HOMOPHONES

QUAND, QU'EN, QUANT, CAMP

QU'EN: Contraction de l'adverbe "que" et du pronom personnel "en".

ASTUCE: Peut être remplacé par "que en".

EXEMPLES:

- 1) Elle croit qu'en mangant du yogourt, elle sera en santé.
- 2) Il dit qu'en faisant de l'exercice il sera plus fort.

00:18 01:16

homophone qu'en 01:16

homophone quant 01:35

homophone quand 01:13

homophone camp 00:55

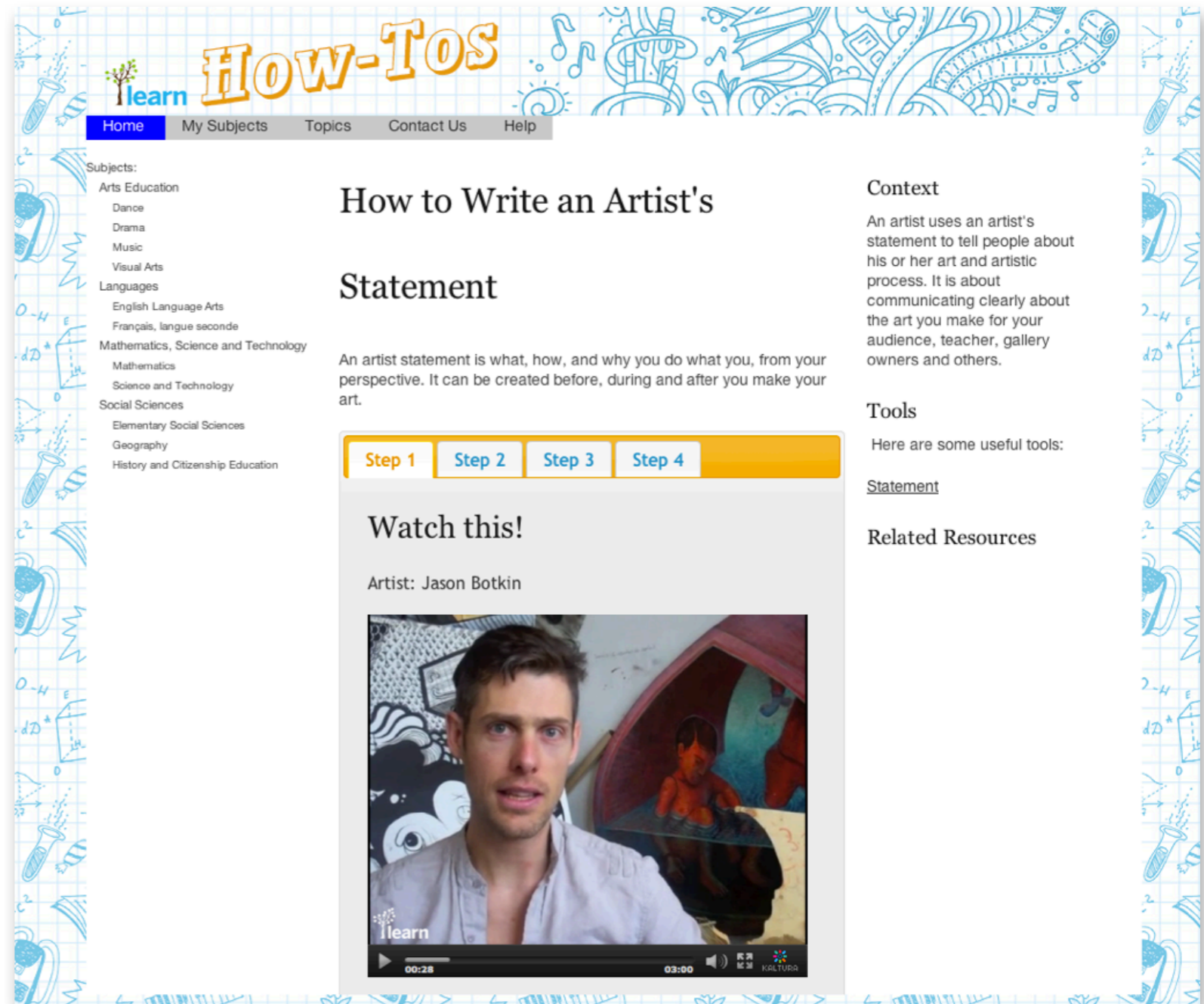
How-Tos for Students

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 handheld and tablet devices such as smart phones and iPads.

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

Development in History, Arts Education, ELA and FLS.



The screenshot shows a website titled "How-TOS" with a navigation menu including Home, My Subjects, Topics, Contact Us, and Help. A sidebar lists subjects such as Arts Education, Languages, and Social Sciences. The main content area is titled "How to Write an Artist's Statement" and includes a definition: "An artist statement is what, how, and why you do what you, from your perspective. It can be created before, during and after you make your art." Below this is a "Watch this!" section featuring a video by Jason Botkin. The video player shows a man speaking in front of a painting. To the right of the video, there are sections for "Context" (explaining the purpose of an artist's statement), "Tools" (listing useful tools), "Statement" (a link to the statement page), and "Related Resources".

- Elementary and Secondary school students from across Quebec are invited to showcase their creative talent by animating a PSA that addresses an issue in their community.
- Students submitted a video animation created with *Flip Boom All-Star* or *Toon Boom Studio* between 15 seconds - 1 minute in length
- Ran February 1 - April 20, 2013
- Sponsored by LEARN and ToonBoom
- Successfully completed - winner from Everest Elementary, CQSB



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

learn Media Production

Username Password

You are in the Educators - Secondary area. ([Click to change area.](#))

You Are Here: Pedagogy>Media Production>Animation

Curriculum

Pedagogy

- ▶ Digital Tools for Learning
- ▶ Information Literacy
- ▶ Digital Citizenship
- ▶ Digital Collaboration
- ▶ Inclusion
- ▶ Portfolio
- ▶ **Media Production**
 - ▶ Animation
 - Inspiration
 - Pre-production
 - Production
 - Teacher Planning
 - Curriculum Links
 - Evaluation
 - Student Samples
 - Professional Animations
 - Workshop
 - Toon PSA Contest
 - ▶ Podcasting
 - ▶ Dotplan-Curriculum Planner
 - Classroom Stories

- ▶ Professional Development
- ▶ Directory of Organizations
- ▶ RÉCIT
- ▶ LEARNing Landscapes
- ▶ s'Cool TV
- ▶ MELS SSCAAPN
- ▶ Encounters with Canada
- ▶ Education Beyond Borders

Toon a PSA Winners!!

We are happy to announce the winners of our Toon a PSA animation contest. The contest winner is Sabrina of Everest Elementary for her "Pollution is Bad" animation.

Pollution_Is_Bad

PRESENTING: POLLUTION is BAD

learn 00:04 00:16 KALURA

A group prize also goes to the cycle 3 students of Grosse Ile School for their submissions to the contest.



- Contest open to Secondary students between 14-17
- Students submit an essay or a video response
- Closed November 15, 2012
- Sponsored by LEARN and Encounters with Canada
- 5 students will win a one week trip to Ottawa and participate in an exchange with students from across Canada

The screenshot shows the iLearn website's 'Contest Winners' page. The navigation bar includes links for HOME, ABOUT LEARN, SERVICES AND PUBLICATIONS, CONTACT US, HELP, SITE MAP, and FRANÇAIS. The main content area is titled 'Contest Winners' and features a search bar and a 'You Are Here' breadcrumb trail: 'Encounters with Canada > Contest Winners'. The page is divided into sections for 'Winter 2012' and 'Winter 2011'. Each section lists winners and provides links to view their essays or videos. For Winter 2012, winners include Athina Khalid, Miss Edgar's & Miss Cramp's School, and a video titled 'Education in Pakistan'. For Winter 2011, winners include Lucy Doucette, Ilke Geladi, Darian Jacobs, Tanya Multani, Queen Elizabeth, St. Thomas, Trafalgar School for Girls, Lindsay Place, and links to 'A Single Step', 'Meals on Wheels', 'Sisters in Spirit', and 'Mahatma Gandhi'. A sidebar on the left contains various educational logos like SOS LEARN, LITERACY TODAY, and COOL TV.



The poster features the headline 'WIN the experience of a lifetime!' with a sub-headline '(a week at Encounters with Canada* - 5 winners)'. It includes a photograph of a group of students and staff. The contest title 'COMPASSION IN ACTION CONTEST' is prominently displayed, along with the 'Deadline: November 15, 2012'. Below this, there are two options: 'Write an essay' and 'or create a video', each accompanied by a small icon. A definition of compassion is provided: 'about a person or group who, through their compassion and leadership, has inspired you and others.' A detailed paragraph explains the contest's purpose and rules, including the word and video length limits. It provides the website 'www.learnquebec.ca' for contest details and an email address 'encounters@learnquebec.ca' for questions. The poster also features the iLearn and Encounters with Canada logos at the bottom.

- Contest open to students in Secondary 1-4
- Students submit a video response to one of 5 questions
- Closed November 8, 2012
- Sponsored by LEARN, Canadian Space Agency and Sky-Watcher



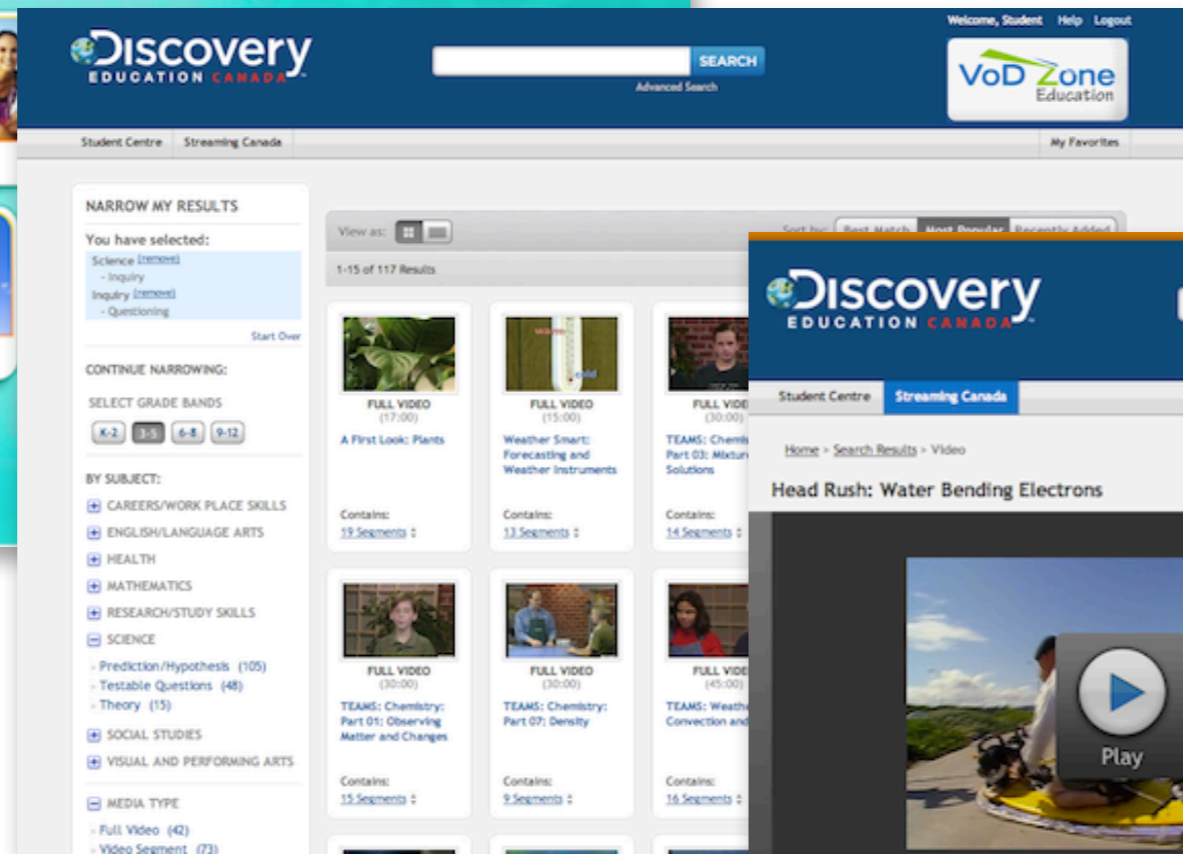
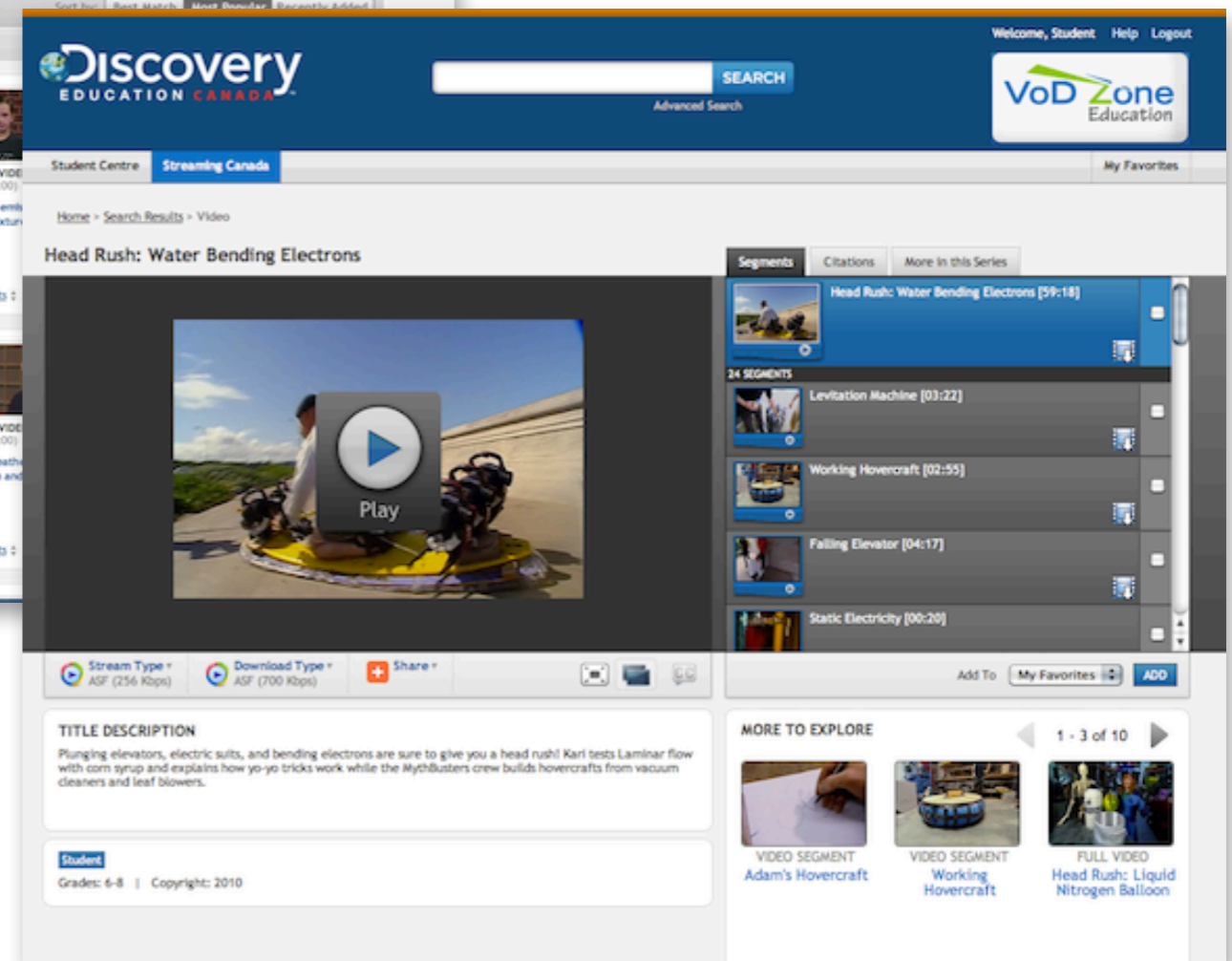
Licensed Educational Content provided through LEARN to our Community



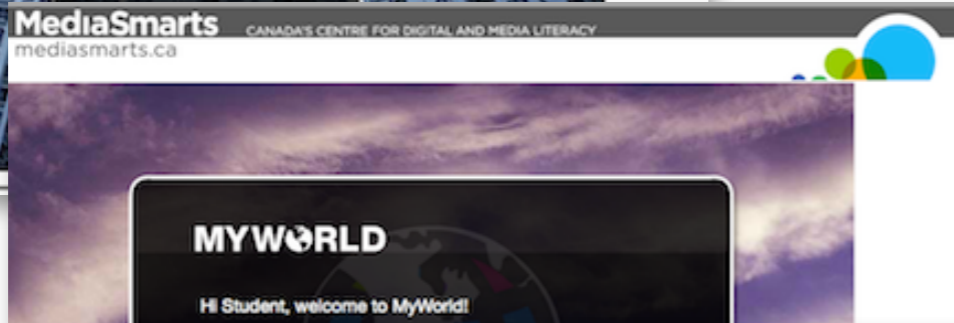


Books paired with videos for students from Preschool to Cycle 2, Year 1







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

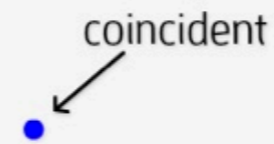
ZeGenie - The Virtual Teacher

Points, Lines and Planes

Axioms

Line

- Coincident points form an infinite number of lines



00:36 Powered by ZeGenie

Feedback



Educational Technology

2012–2013



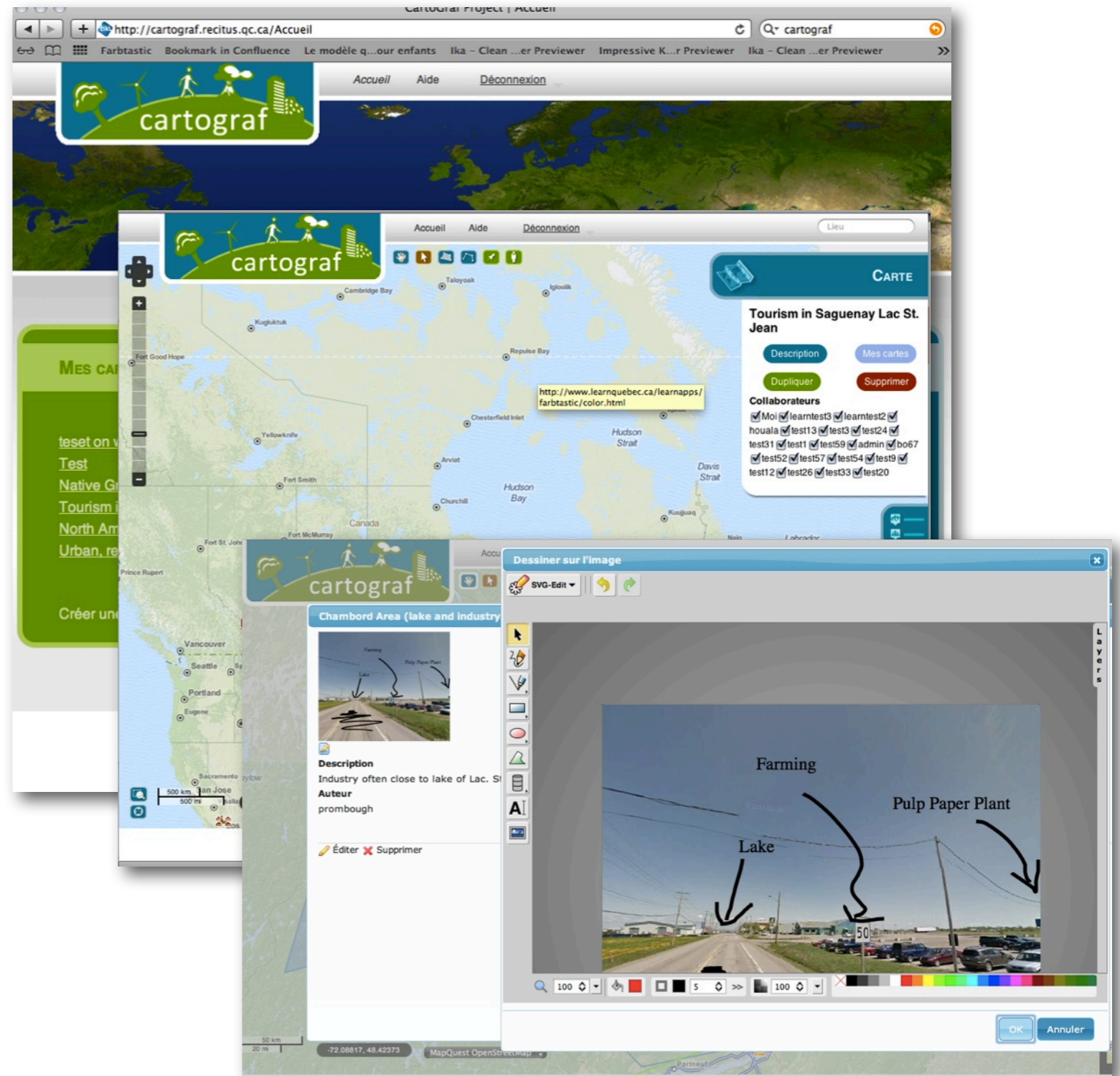
Server Upgrade and Systems Updates

- Installation of new servers
- Upgrade of drives and memory modules
- Creation of new testing and development environments
- Systems upgrades: installation of CentOS platform, Ubuntu upgrade
- Migration to new platform
- Updating services

Objectives

Designed and developed by teachers and counselors 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, that require students to:

- Examine phenomena from various perspectives (different aerial views, zooming in to street level, examining relevant photographs).
- Situate those phenomena in space and time.
- Gather and organize facts, which they must also interpret (coloured maps, legends, shapes, labels and descriptions).
- Compare the information gathered to other facts, which is then shared with other students, and becomes the centre of debate, opinions and conclusions.



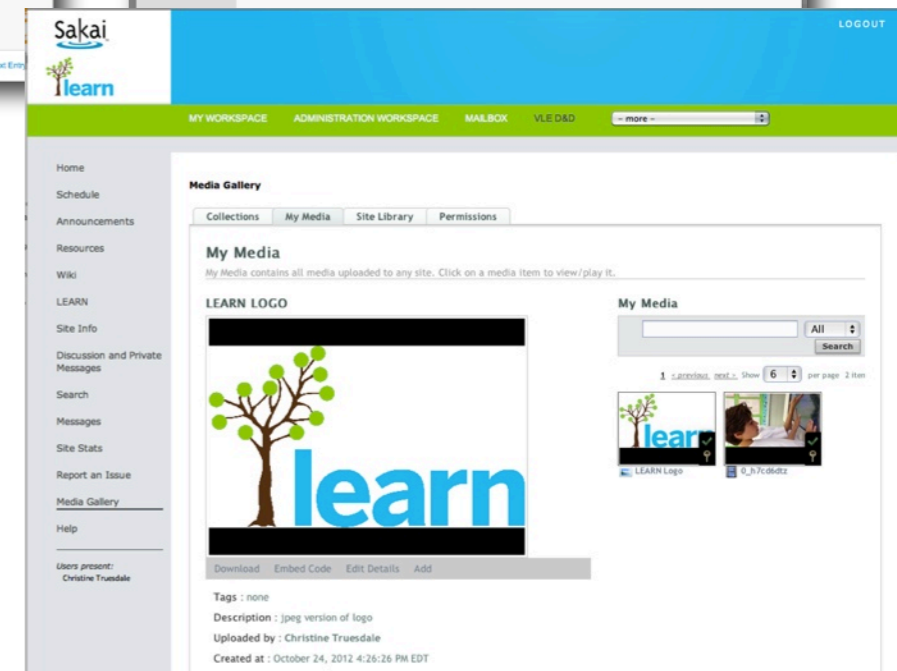
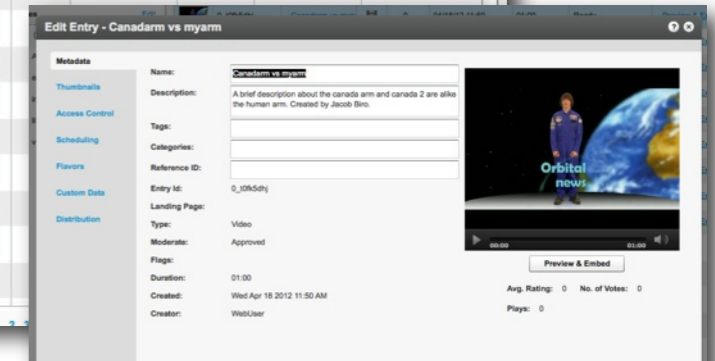
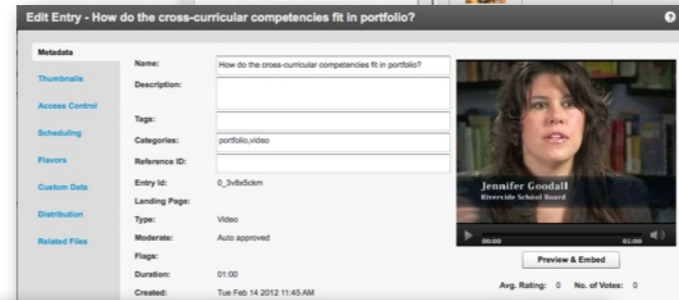
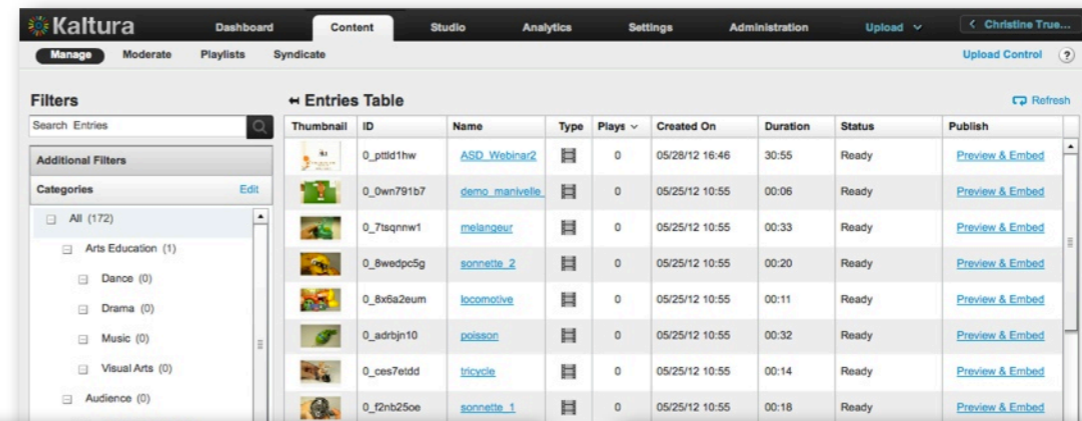
Secure Media Management & Delivery

Objectives

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

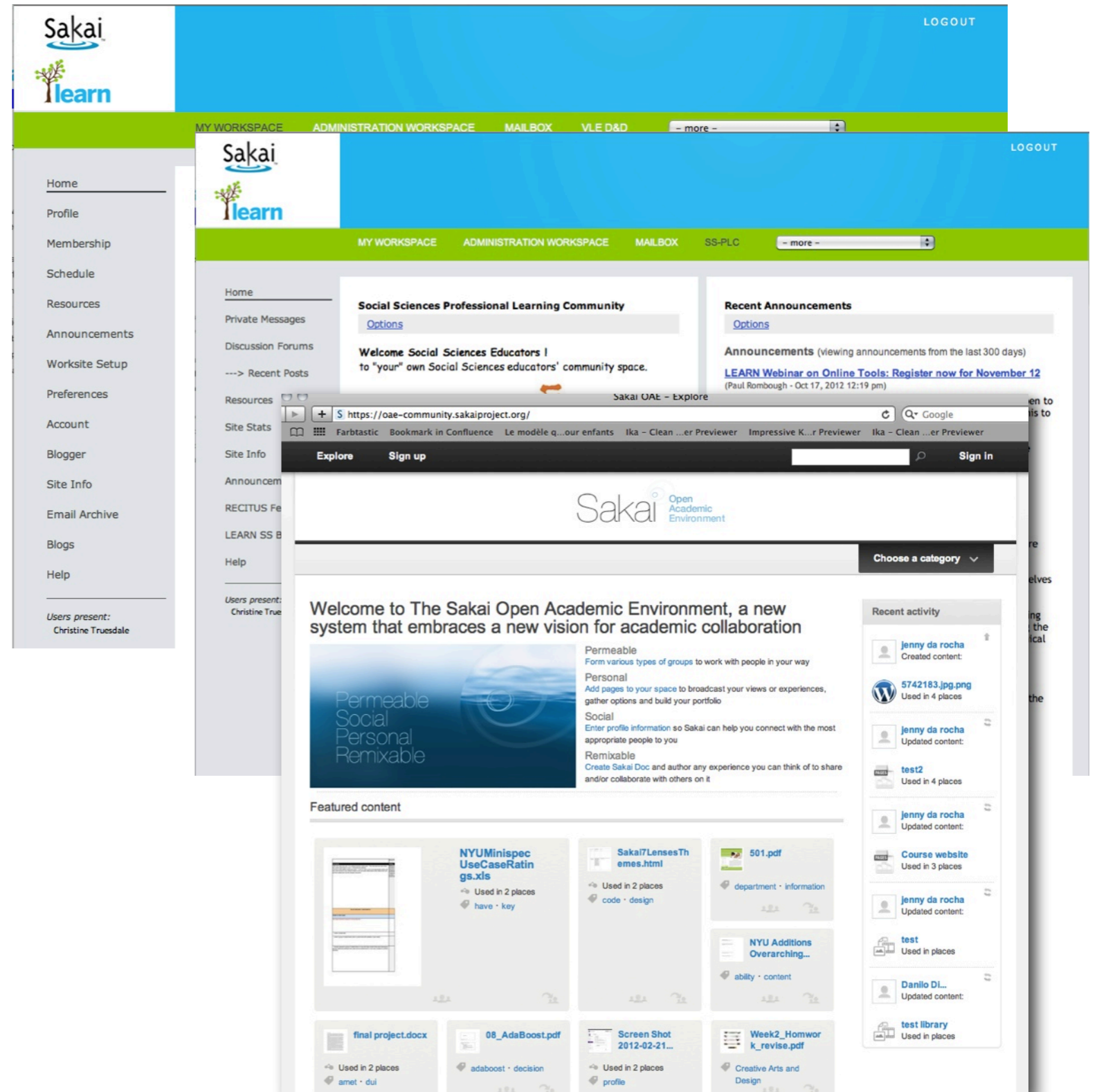
Update

- Over 1500 media files readable across platforms and devices
- In use for *Lift Off & LEARN* and *Encounters with Canada* contests. 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
- Integration with Sakai in progress



Sakai Upgrade

- Upgrade to Sakai 2.8 Collaborative Learning Environment during 2012-2013
- Summer 2013 - Upgrade to version 2.9
- Installation and testing of new Sakai OAE - Open Academic Environment due to be released July 2013





Zenlive



Videoconferencing



Online Learning

2012–2013

eLearning for Students

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

Summer School PD and Support

- Central Quebec School Board
- Sir Wilfrid Laurier School Board
- Cree School Board

eLearning for Students

Our teachers' pedagogical practices
get a big thumbs up

Peggy Drolet and **Audrey McGoldrick**,
two of our online teachers, received an
***Innovative Online Learning Practice
Award*** from **INACOL** (International
Association for K-12 Online Learning) on
October 21, 2012 at this year's *Virtual
School Symposium*.



Stay up to date with LEARN's Online Classes

LEARNing Online

Stay up to date with LEARN's online classes!



Home About LEARN Online Courses Online Classes

Face to Face

Posted on [May 2, 2013](#) by [Dianne Conrod](#)

We spend most of our time with each other online, so it is wonderful when we have the opportunity to be face to face.



Students from two of our partner schools got together recently for a sports challenge.

And here are Mr. Ross, Mrs. Cule and Ms. Conrod during Mr. Ross' recent visit to Ottawa.



Site Sections

- [About LEARN Online Courses](#)
- [Our Amazing Online Teachers](#)
 - [Alessandra Pasteris](#)
 - [Andy Ross](#)
 - [Audrey McLaren McGoldrick](#)
 - [Kerry Cule](#)
 - [Paul Rombough](#)
 - [Peggy Drolet](#)
- [What's New Online?](#)
- [Online Classes](#)
 - [Chemistry](#)
 - [Physics](#)
 - [Science and Technology](#)
 - [Science and the Environment](#)
 - [Science Math Sec. 4](#)
 - [Science Math Sec. 5](#)
 - [Technical & Scientific Math Sec. 4](#)
 - [Technical and Scientific Math Sec. 5](#)

Blogroll

- [CuleScience Class Blog](#)
- [LEARN Blog](#) – learning from each other and building a community
- [Learn Math Class Blogs](#)
- [LEARN Website](#)
- [McSquared](#)
- [SOS LEARN](#)

LEARNing Online

Stay up to date with LEARN's online classes!



Home About LEARN Online Courses Online Classes

LEARNing Online?

Tools and sites that students used in online classes this month:

collaborative, multimedia slide show that holds images, documents, people to navigate slides and leave comments in 5 ways – using telephone, text, audio file, or video (via a webcam). Share a ds, students, and colleagues for them to record comments too.

the world's largest library of interactive online simulations
of these amazing tools!!!

Site Sections

- [About LEARN Online Courses](#)
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 - [Andy Ross](#)
 - [Audrey McLaren McGoldrick](#)
 - [Kerry Cule](#)
 - [Paul Rombough](#)
 - [Peggy Drolet](#)
- [What's New Online?](#)
- [Online Classes](#)
 - [Chemistry](#)
 - [Physics](#)
 - [Science and Technology](#)
 - [Science and the Environment](#)
 - [Science Math Sec. 4](#)
 - [Science Math Sec. 5](#)
 - [Technical & Scientific Math Sec. 4](#)
 - [Technical and Scientific Math Sec. 5](#)

Blogroll

- [CuleScience Class Blog](#)
- [LEARN Blog](#) – learning from each other and building a community
- [Learn Math Class Blogs](#)
- [LEARN Website](#)

Online Learning – Voicethread

Interactive online discussion tool used by teachers and students to record lessons and comments



The screenshot displays the Voicethread web interface. At the top, there are navigation links: "Ideas for using VoiceThread", "Latest News & Features", "VoiceThread Products", "Support", and the "voicethread" logo. The user's email "ctruesdale@learnquebec.ca" is visible in the top right. The main navigation bar includes "Browse", "Create", and "MyVoice".

On the left sidebar, there are sections for "VOICETHREADS" (All, Owned by me, Shared with me, I've subscribed to, Tutorials), "ORGANIZATIONS" (LEARN (994)), and "GROUPS" (Collaborative Projects).

The main content area shows a presentation slide titled "Vision 5 Final Review Question 2 (3/6)". The slide content includes:

- "Vision 5 Final Review Geometry #2"
- "The Question" (with a diagram of a triangle and parallel lines)
- "The Triangles" (with a diagram of two triangles)
- "Relationships between angles" (with a diagram of intersecting lines)
- "Addition and Subtraction" (with a diagram of a triangle)
- "ANSWER" (with a large number 80 and a bar graph)

Below the slide, there are controls for "comment", a play button, and a volume icon. A video player overlay is positioned in the foreground, showing a slide titled "The Question" with the following text:

In the following figure:
 Lines RC and DQ are parallel.
 Lines BD and CP intersect at point A.
 $m \angle CBD = 120^\circ$
 $m \angle QEP = 40^\circ$


The diagram shows two horizontal parallel lines, RC and DQ, intersected by two transversals, BD and CP. The intersection of BD and CP is point A. The intersection of BD and RC is point B, and the intersection of CP and DQ is point E. The intersection of BD and DQ is point D, and the intersection of CP and RC is point C. The intersection of BD and RC is point R, and the intersection of CP and DQ is point P. The angle at B is labeled 120° and the angle at E is labeled 40° . The angle to be determined is $\angle BAC$.

The video player overlay also has "comment", play, and volume controls.

Class and Student Blog Samples

The McSquared Math Class Blog

Just another blog.



Home Science Math 5 Tech Sci Math 5

Beautiful blogging!

Posted on October 20, 2012 by Audrey McGoldrick

Hi there folks! If you click on the tab at the top for your class, you will see this week's voicethread(s) embedded right in the blog page. Yup. I know how to do that.....and not only that....but:

Here's a challenge for you while I'm away. Getting math symbols and special notation to display properly on the web is really important, especially if you're blogging about math. Like you all will be soon....so.....how did I get this to be displayed properly:

$$(a + b)^2 = a^2 + 2ab + b^2$$

...and by properly, I mean without that lame "2" notation?


Let me save you some time.....I did NOT copy and paste from a word document. Go ahead and try it that way, but it won't work....

Good luck! Bonne chance! Buona fortuna!

Blogroll

- 2010 – 2011
- 2011 – 2012
- Amanda
- Cassandra
- David
- Drake
- Duncan
- Eli
- Elise
- Emily
- Fred
- Grace
- Jack
- Jacob
- Javiera
- Jessica
- Justine
- Kirklyn
- LEARNing Online
- Lizzie
- Marianne
- Marica
- Mason

MarianneD_LEARN



Sample Page

Solving a Square Root Inequalities in 6 Easy Steps!

October 24, 2012 / marianneD / One comment / Edit


So here's how to solve an inequality in 6 steps!:

1. Draw a quick sketch. (Trust me, this will save your life, you may not even NEED to solve for x!)
2. Decide if there will be a solution or not.(By using your graph of course).
3. Solve for X.
4. Look at the sign $< \leq$ (is there a line or not?Will the brackets be inclusive or exclusive?)
5. Carefully look if the interval starts from the vertex to the point or from the point to infinity.(Again using the graph you made in step 1).
6. Write X: and add you interval!:)

-M

Category: MathSN5 /

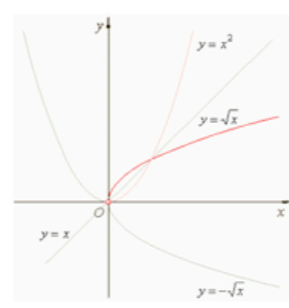
Elisel



Sample Page

The Square Root's Inverse

October 24, 2012 / elisel / No comments / Edit



The square root function is closely tied to the quadratic function since it is its inverse. If you look at them more closely, you will notice that a square root function looks a lot like a half parabola on its side. But if we look at it from a mathematical perspective, squaring and square rooting are opposites, just like multiplication and division. Example: $3^2 = 9$ $\sqrt{9} = 3$.

Search

Recent Posts

- The Square Root's Inverse
- My Horse
- Hello world!

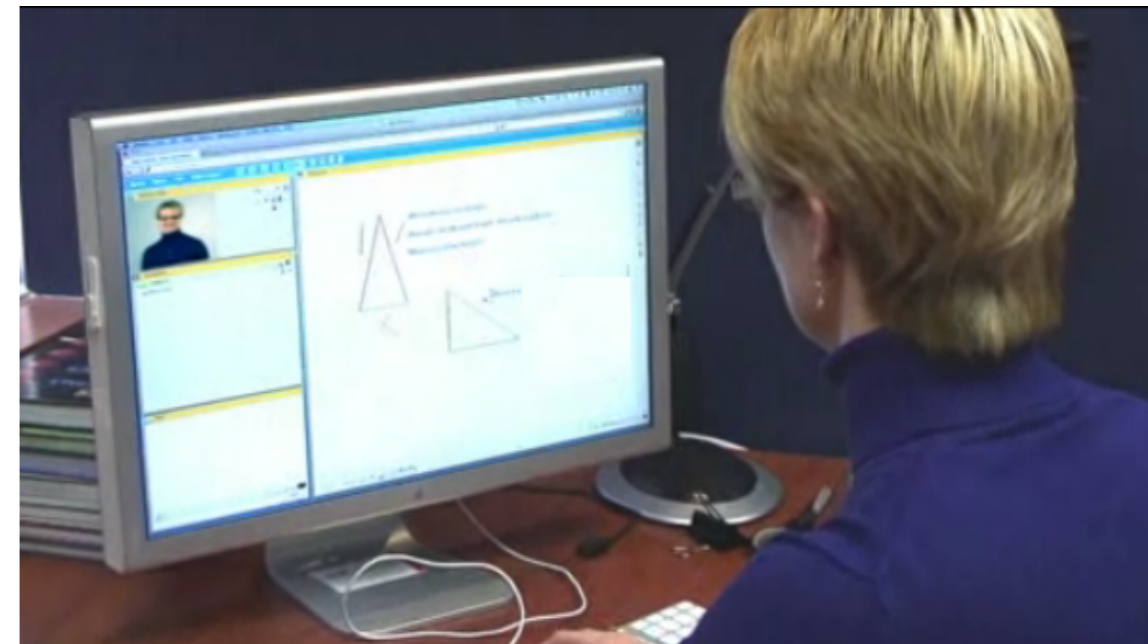
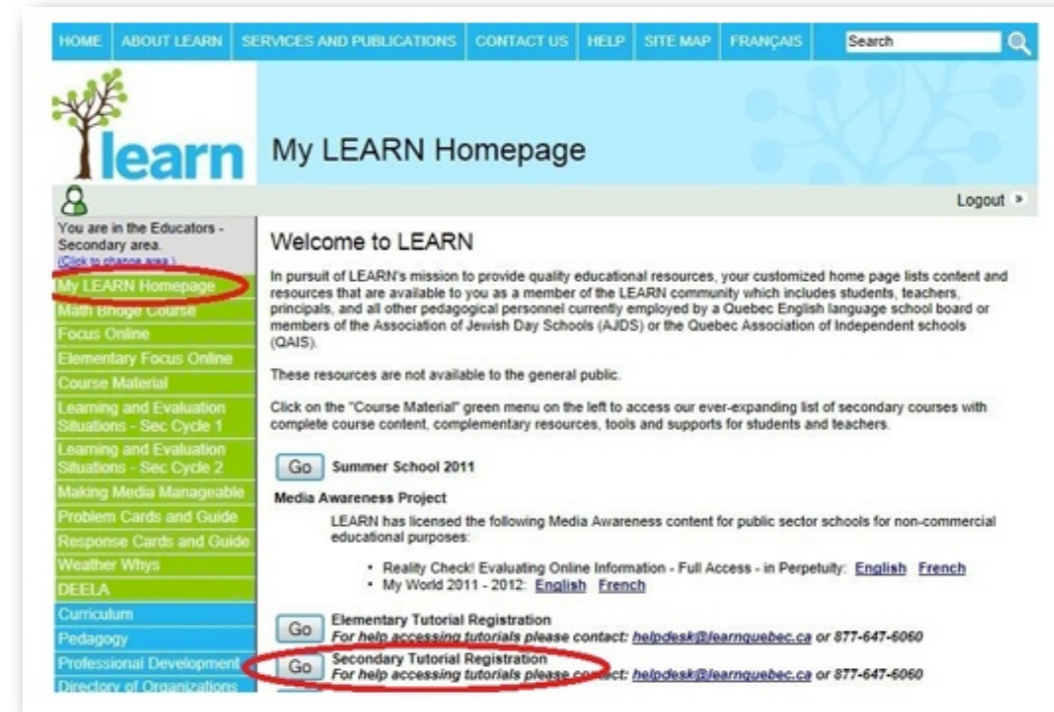
Recent Comments

- elisel on My Horse
- Marianne on My Horse
- cassandrac on My Horse
- frederik on Hello world!
- Mr WordPress on Hello world!

SOS LEARN Tutoring Sessions

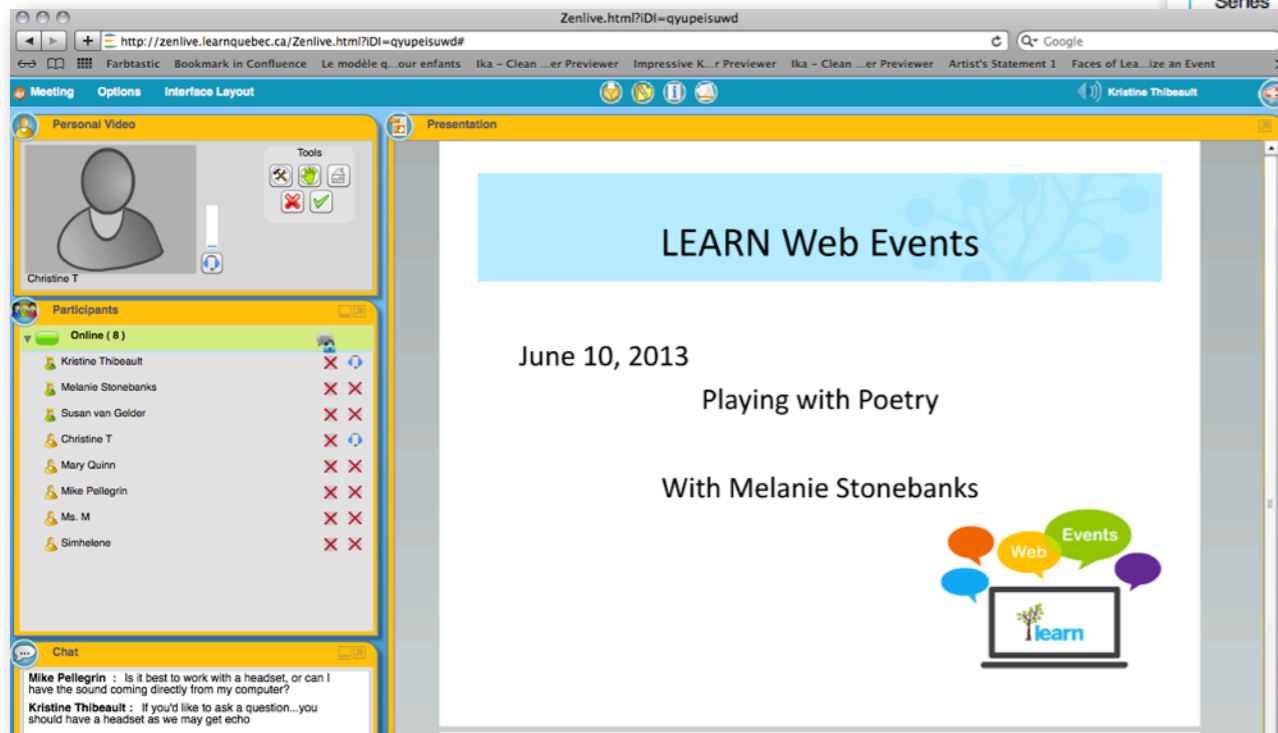
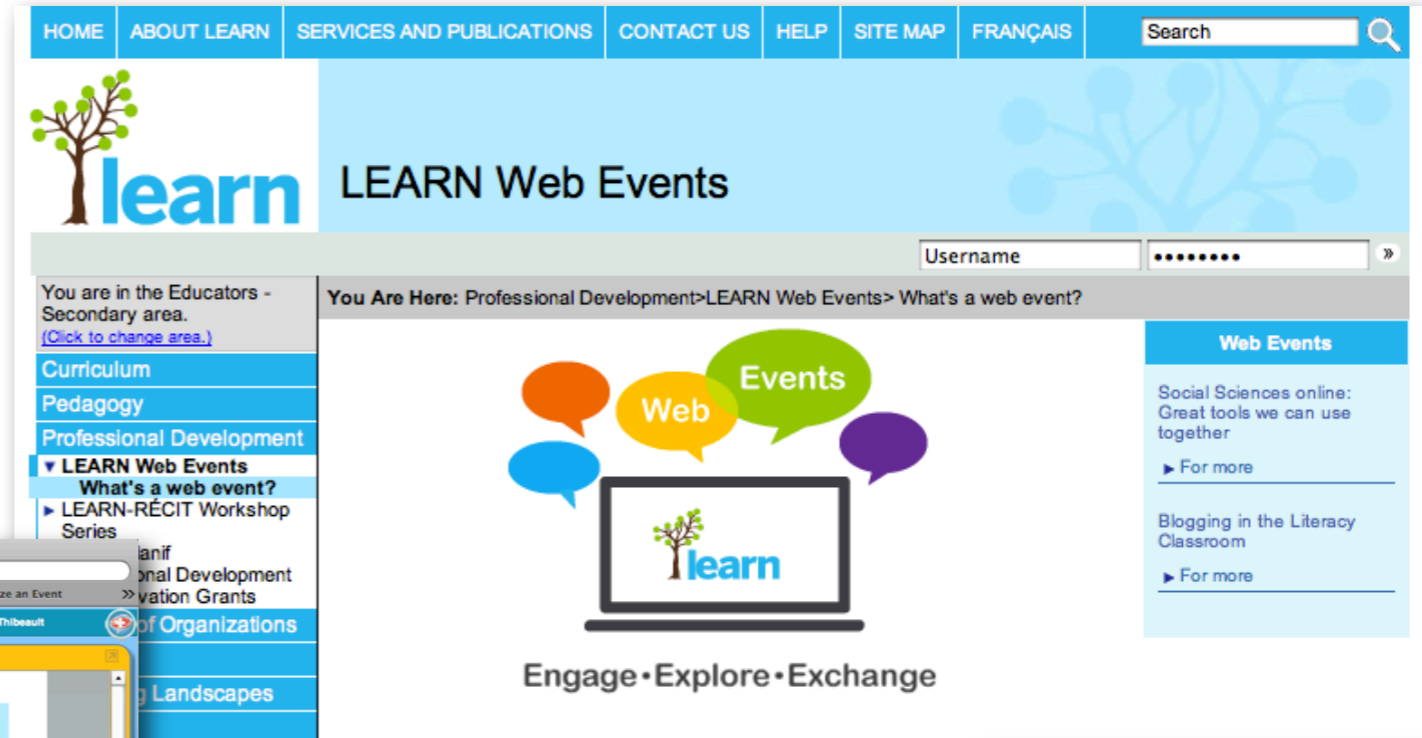
Free Online Tutoring Sessions with Real Teachers

- Elementary sessions 4 nights a week in English and French
- Secondary Subject-Specific sessions
- Registration began March 18, 2013
- **Campaigns and contests** by SWLSB and LEARN increased in registrations by almost 400% compared to this quarter last year
- Fall/Winter Session:
October 22, 2012 - February 7, 2013
- Spring Session:
April 2 - end of June exams, 2013



Description:

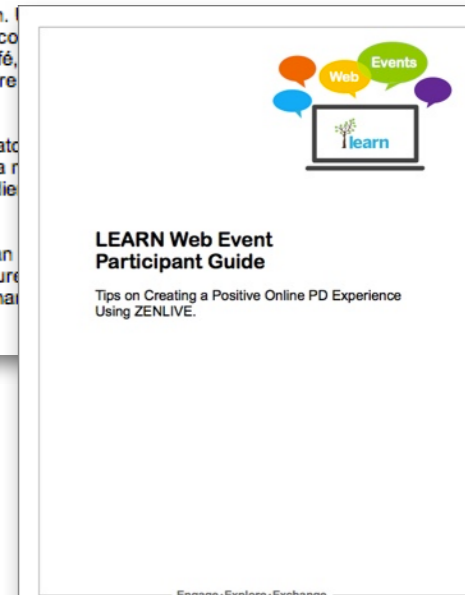
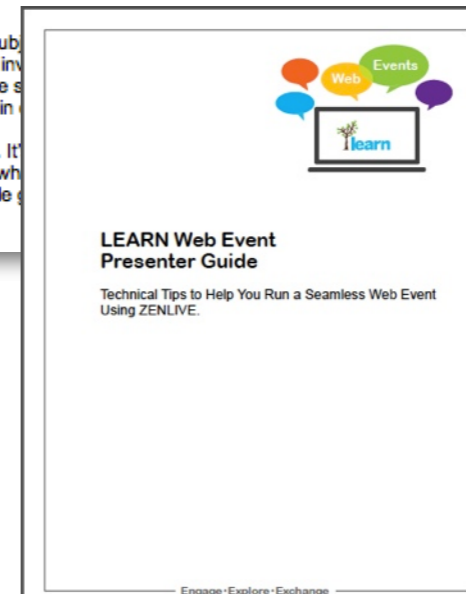
A new LEARN web event PD series through which we share best practices, profiles, resources, ideas, hot topics.

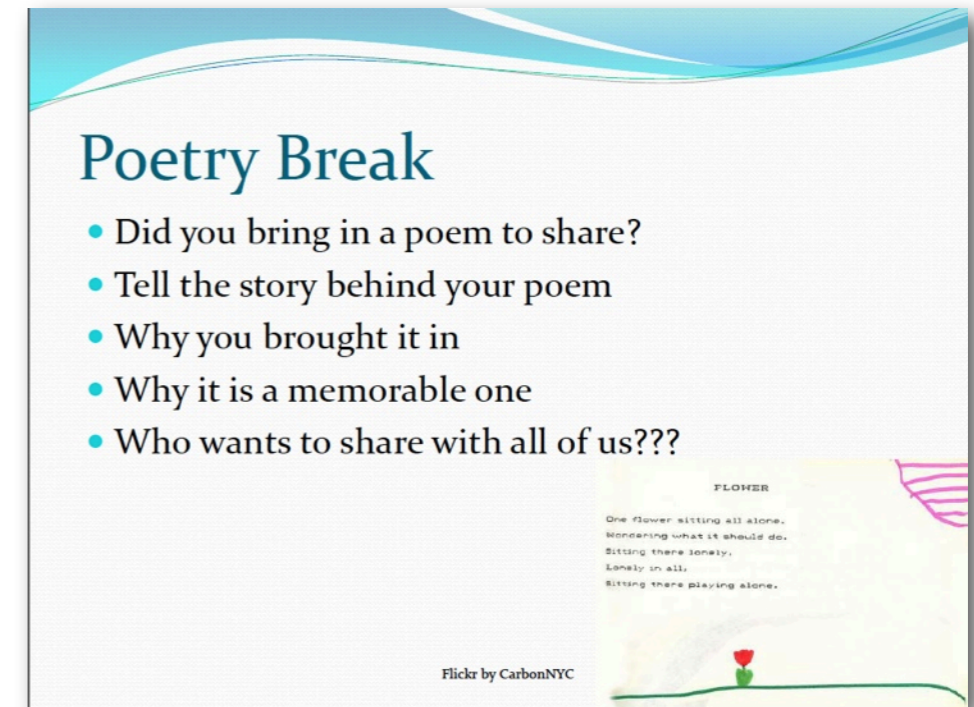
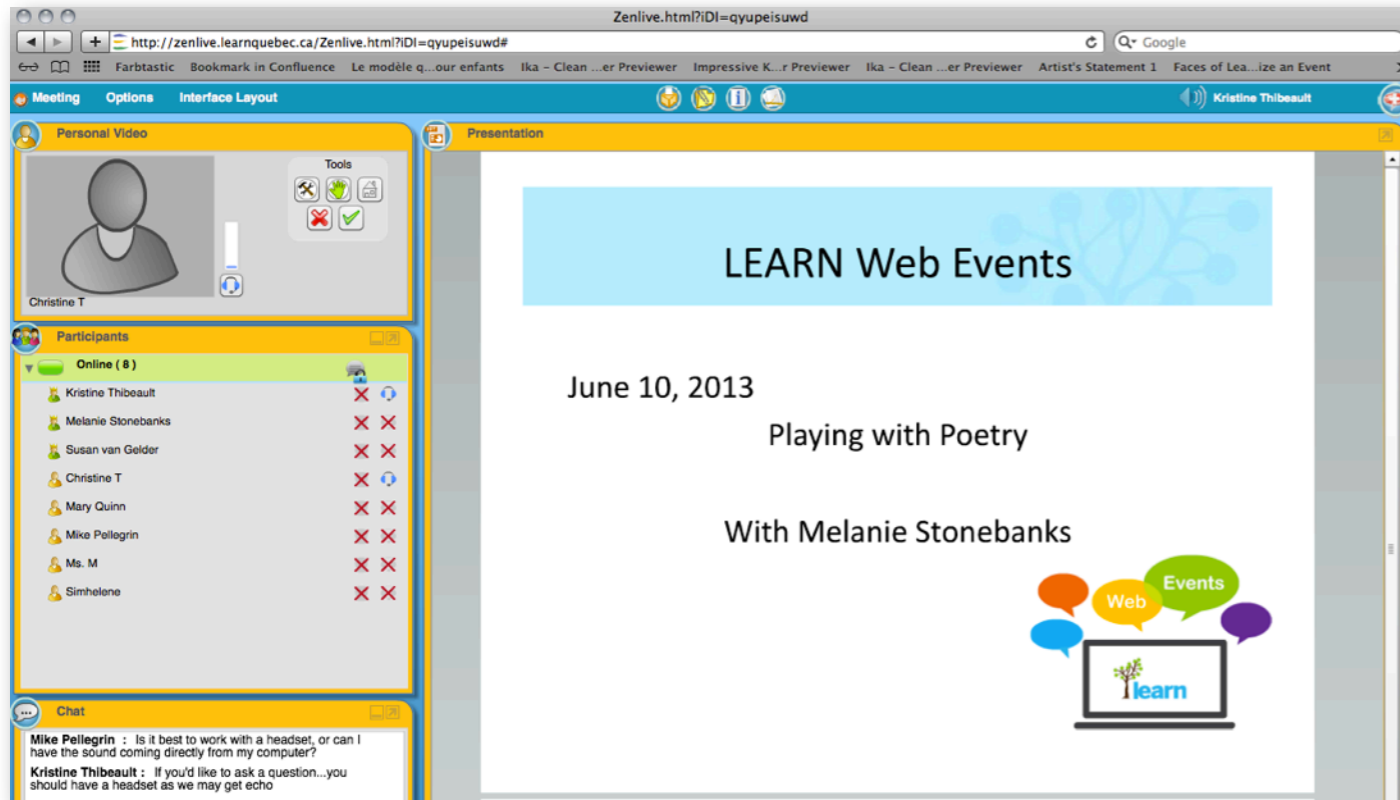


Engage. With the click of button you too can join in on the conversation. ZENLIVE, a simple and free online tool, educators from anywhere can co-learn. Sometimes we're a webcast, sometimes an informal web café, panel discussion, and sometimes a hands-on demonstration. What we're not is boring!

Explore. Subject together to investigate. This event will be a hands-on demonstration. Participate in the conversation.

Exchange. It's not just about the draw. But, what about all of the little things that can make a difference?



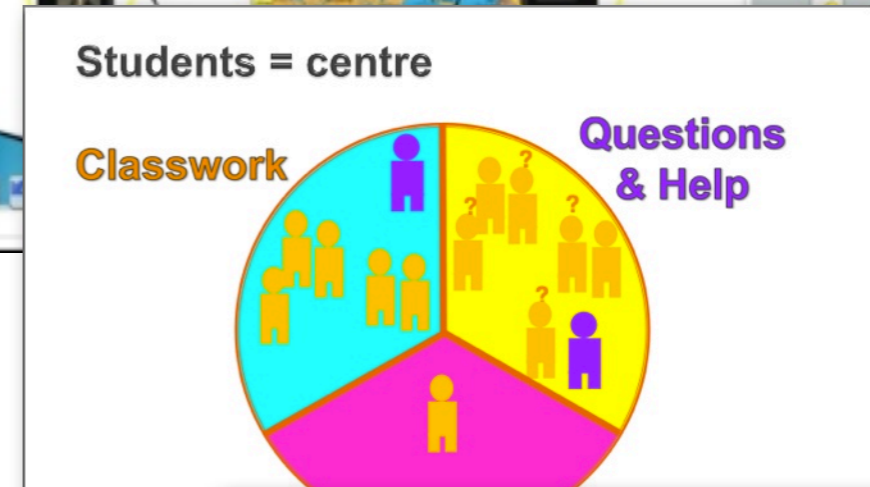
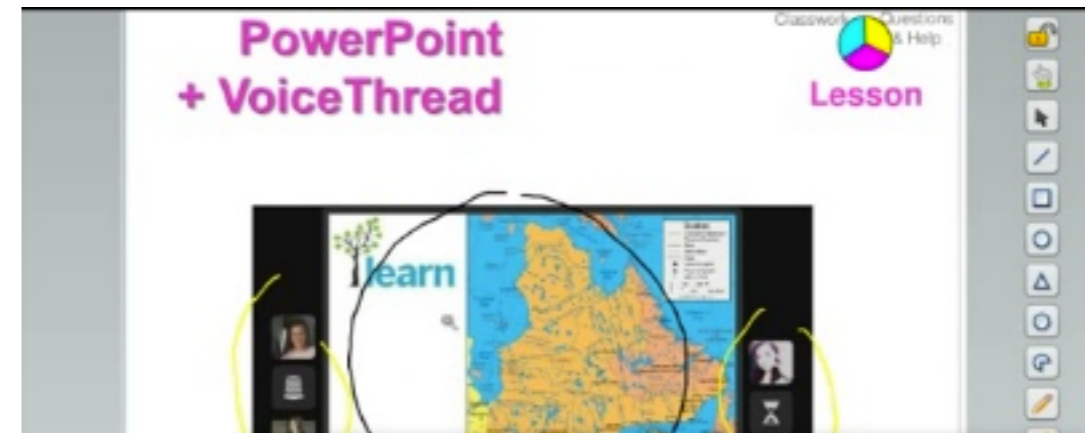


- Last web event June 10, 2013:
Playing with Poetry
Melanie Stonebanks
- Took place in the evening from 8:00-9:00 pm
- Participants from EMSB, ESSB, Riverside, NFSB, SWLSB, QAIS, & McGill preservice teacher
- Session archived for later viewing online





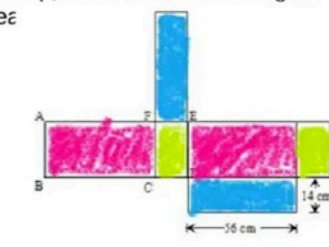
- Fifth web event April 30, 2013:
Flipping the Classroom
Kerry Cule, Peggy Drolet, Audrey McLaren McGoldrick
- Session archived for later viewing online



Student presentations


Class work Questions & Help Lesson

Since we know that this is a right rectangular prism we know that the base and top, the sides and the lengths are equal



14 cm

56 cm




Cyberconférence pédagogique

LEARN et l'AQEFLS présentent :

« **Féminiser la langue française : un double défi pour l'enseignant.e** »

avec Marie-France Raymond-Dufour

le 9 avril 2013



LEARN et AQEFLS

présentent :

La féminisation de la langue française, reflet de la réalité.

avec Mme Christiane Pelchat




- Fourth web event April 9, 2013: ***Féminiser la langue française : un double défi pour l'enseignant.e*** Marie-France Raymond-Dufour
- Took place in the evening from 8:00-9:00 pm
- Participants from EMSB, CQSB, WQSB, CSDM, CSDD, CSAI, MICC, CFL Val Cartier, UQAM, Concordia, McGill, CÉGEP de Sherbrooke, France, Algeria
- Session archived for later viewing online

Termes génériques	
Désignant un individu	Désignant une collectivité
<ul style="list-style-type: none"> • Un être humain • Une personne • Un humain • Un sujet • Quiconque • Autrui 	<ul style="list-style-type: none"> • Assemblée • Ensemble de... • Autorité scolaires • Équipe/Groupe • Collectif/collectivité • Gens • Communauté/groupe • Effectif/personnel • Humanité • Groupe/regroupement • Population/public

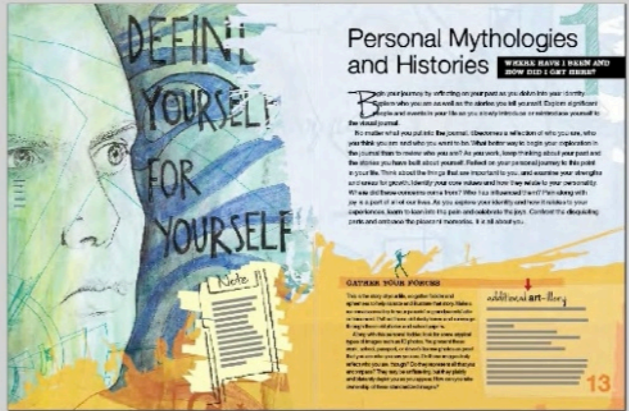
LEARN Web Events

Visual Journals
With The Journal Fodder Junkies

Presenters: David Modler & Eric Scott

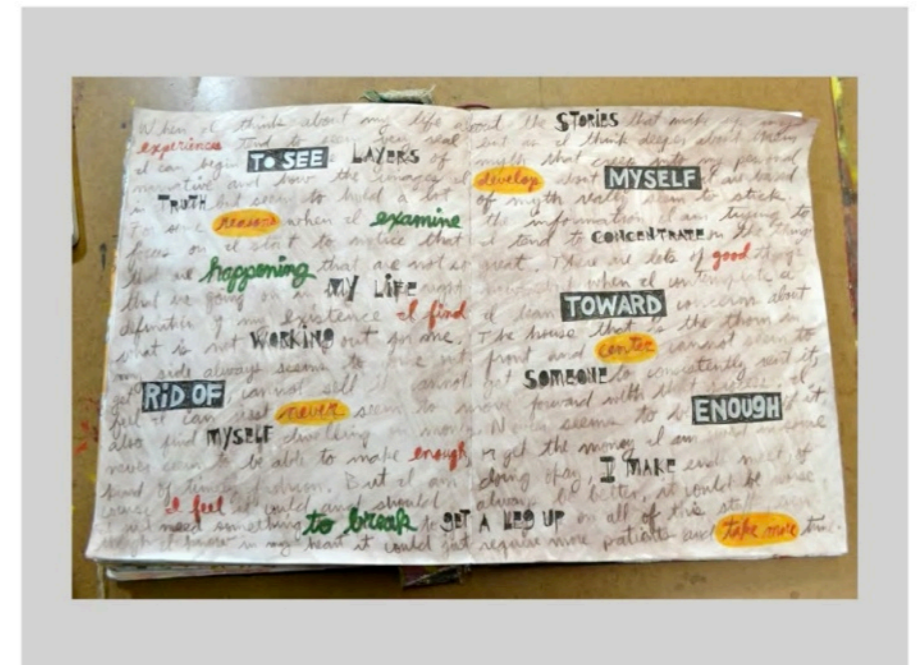


Journal Fodder 365



Personal Mythologies and Histories

- Third web event Nov. 21, 2012:
Visual Journals with the Journal Fodder Junkies
David R. Modler and Eric M. Scott, guest speakers
- Took place in the evening from 8:00-9:00 pm
- Participants from CQSB, EMSB, ESSB, LBPSB, Littoral, NFSB, QAIS, SWLSB, & McGill preservice teacher
- Session archived for later viewing online



LEARN Web Events

November 12, 2012
Social Sciences online:
Great tools we can use together!

With Paul Rombough

LEARN Social Sciences

Social Sciences?

Can these operations
happen online?

And... Can any of these online tools and strategies be used in regular classes ?

- Second web event
November 12, 2012:
Social Sciences online: Great tools we can use together with Paul Rombough
- Took place in the evening from 8:00-9:00 pm
- Participants from CQSB, EMSB, ESSB, Littoral, QAIS, RSB, WQSB
- Session archived for later viewing online

LEARN Social Sciences

10

PRESENTATIONS you can work on together

PPT_MiniPresentation_Aboriginal.pptx

File Edit View Insert Slide Format Arrange Tools Table Help All changes saved in Drive

1 Aboriginal struggles for power

2 Aboriginal struggles for power

3 Aboriginal struggles for power

4 Aboriginal struggles for power

5 Aboriginal struggles for power

Aboriginal struggles for power: Players

Mohi Cree and Blackfoot James Bay Cree and Inuit

<http://law2.umic.edu/faculty/projects/italis/elmocpage.html>
<http://greatlakesvoyagers.com/history.aspx>
http://www.assnativetourism.com/us_tribes_Ana2.htm
http://www.canadana.ca/tnr/themes/aboriginal/aboriginal12_e.html

1 other viewer

paull.rombough

paull.rombough has opened the document.

paull.rombough has left.

paull.rombough has opened the document.

me: Hi Paul. How you doing?

paull.rombough: Pretty good. And you?

me: Actually, baby is crying. Hard to get any work done :)

paull.rombough has opened the document.

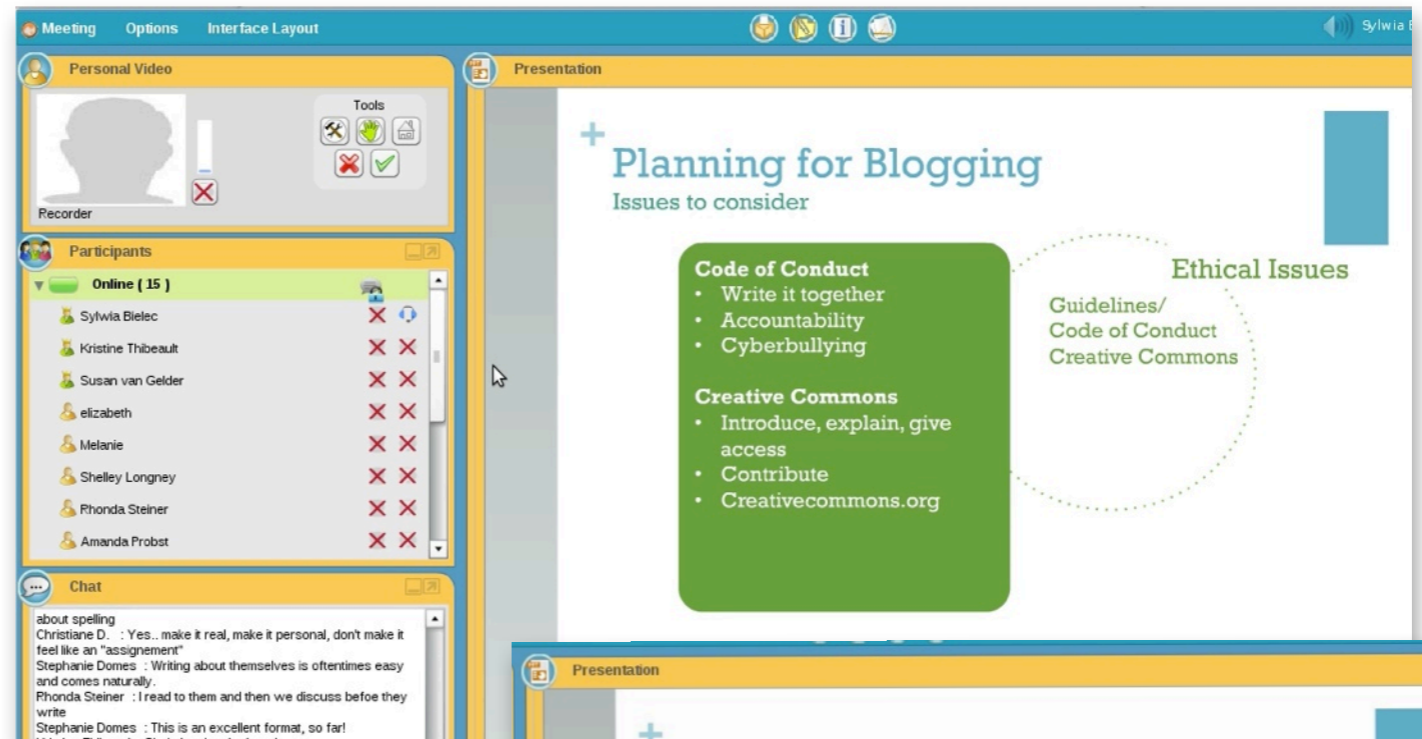
Type here to chat

• Chat is available

• Share documents • Work simultaneously on same presentation

LEARN Web Events

October 15, 2012
 Blogging in the Literacy Classroom
 With Sylwia Bielec

The screenshot shows a web meeting interface with a presentation slide titled "Planning for Blogging". The slide lists "Issues to consider" and includes a section for "Ethical Issues" with a list: "Code of Conduct" (Write it together, Accountability, Cyberbullying), "Creative Commons" (Introduce, explain, give access, Contribute, Creativecommons.org), and "Guidelines/ Code of Conduct Creative Commons".



The screenshot shows a web meeting interface with a presentation slide titled "Why Blog? Blogs...". The slide lists four reasons for blogging:

- ...increase motivation for writing
 - Authentic audience
 - Technology (incl. mobile)
- ...allow for a variety of text types
 - Self expressive, narrative, literary and information-based
- ...create a community of writers
 - Comments & discussion
 - Witness to growth
- ...allow for texts in a variety of media
 - Written
 - Audio
 - Video
 - Photo/still image

- First web event Oct. 15, 2012:
Blogging in the Literacy Classroom
 Sylwia Bielec
- Took place in the evening from 8:00-9:00 pm
- Participants from ESSB, ETSB, CQSB, RSB, SWLSB, Littoral, & McGill preservice teacher
- Session archived for later viewing online

Next Stop: Animation Station!

Description:

LEARN presents the *Animation Station* workshop for teachers in an online format, using the ZENLive platform. The workshop is given over four 75 minute online sessions.

- Each session focuses on a specific topic:
 - 1) All-Star tutorial
 - 2) Inspiring and Deconstructing
 - 3) Pre-production
 - 4) Production and Evaluation.
- Between sessions, participants are asked to work on their own project through a series of scaffolded activities. Participants must attend all 4 sessions.

Schedule

- Session 1 - February 12th, 2013 - 3pm EST or 7pm EST
- Session 2 - February 19th, 2013 - 3pm EST or 7pm EST
- Session 3 - February 26th, 2013 - 3pm EST or 7pm EST
- Session 4 - March 12th, 2013 - 3pm EST or 7pm EST

The screenshot shows the LEARN-RÉCIT Workshop Series website. The main heading is "Next Stop: Animation Station!". Below it, it says "A LEARN Workshop Series" and provides a description of animation as a way to communicate learning. It lists the dates for four sessions: Session 1 (Feb 12), Session 2 (Feb 19), Session 3 (Feb 26), and Session 4 (Mar 12). A description of the workshop series is provided, along with a list of topics: 1) All-Star tutorial, 2) Inspiring and Deconstructing, 3) Pre-production, and 4) Production and Evaluation. A table at the bottom details the sessions, dates, topics, and activities.

Session	Date	Topics and Activities	Activities
1	Feb 12	All-Star Tutorial During the first session, we will explore the Flip Boom All-Star software via a tutorial. Participants will be able to play with the tools and create their first animation - the now-classic bouncing ball! They will also learn how to set up a new project, where the files are stored and how to export a project for sharing.	Bouncing ball animation
2	Feb 19	Inspiring and Deconstructing The second session will focus on getting yourselves and your students immersed in the animation genre. We will view animations, and discuss the features, codes and conventions contained therein. We will also take a look at how to approach these discussions with elementary and secondary students.	KWL Discussion questions
3	Feb 26	Pre-production Story development, storyboarding and planning for a successful animation experience. We will look at planning both from the student and the teacher perspective. Your specific needs and situation will be examined and a plan developed together.	Treatment Setup-Action-Reaction Storyboard
4	Mar 12	Production and Evaluation Between Feb 26th and March 12th, you will be creating your own animations, using whatever ideas you will be developing with your students. On March 12th, we will take a look at evaluating the animation process and product. We will also hold a screening of our productions. Plan to make popcorn and to enjoy!	Evaluation Criteria

Robotics in Kindergarten

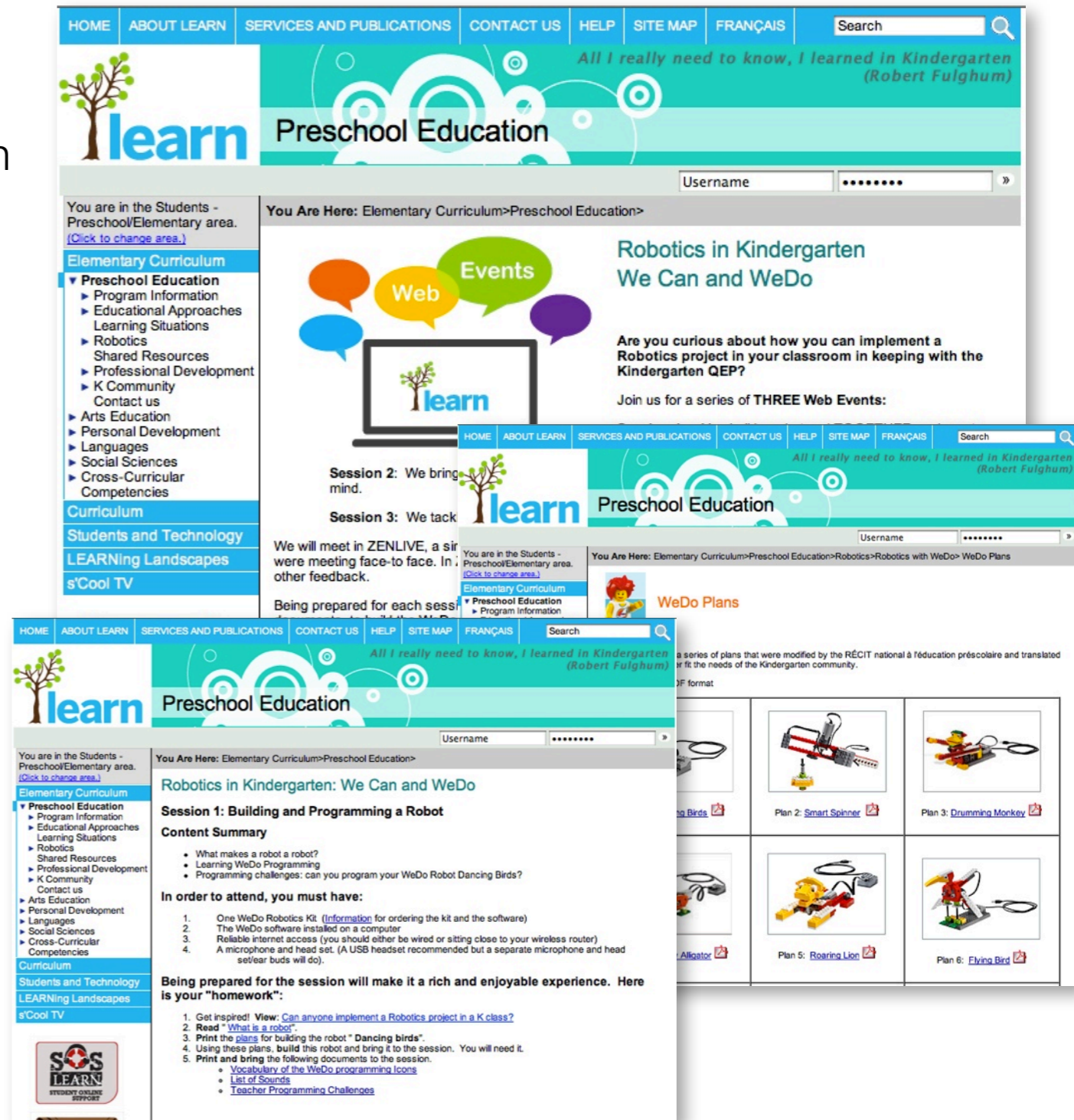
Description:

LEARN presents the *Robotics in Kindergarten: We Can and We Do* workshop for teachers in an online format, using the ZENLive platform. The workshop is given over three 60 minute online sessions.

- Each session focuses on a specific topic:
 - 1) Building and Programming a Robot
 - 2) Managing Building and Programming for Learning
 - 3) Creating a Learning Situation with Kindergarten students and the QEP in mind
- Between sessions, participants are asked to work on their own project through a series of scaffolded activities.

Schedule

- Informal Meet and Greet - Feb. 18-21, 2013 - 8-8:30pm EST
- Session 1 - February 27th, 2013 - 8-9pm EST
- Session 2 - March 13th, 2013 - 8-9pm EST
- Session 3 - March 20th, 2013 - 8-9pm EST



The image shows three overlapping screenshots of the LEARN website. The top screenshot shows the main navigation bar with links like HOME, ABOUT LEARN, SERVICES AND PUBLICATIONS, CONTACT US, HELP, SITE MAP, and FRANÇAIS. Below the navigation is a search bar and a quote: "All I really need to know, I learned in Kindergarten (Robert Fulghum)". The main content area features a sidebar with a curriculum menu, a central banner for "Robotics in Kindergarten We Can and WeDo", and a list of three web events. The middle screenshot shows a similar view but with a "WeDo Plans" section visible. The bottom screenshot shows the "Session 1: Building and Programming a Robot" page, which includes a "Content Summary" with bullet points, a list of requirements for attending, and a "homework" section with five numbered tasks.



Collaborative Initiatives

2012–2013

Community Collaborative Initiatives

Projects for 2012-2013

- *Direction Lecture/Reading in Mind* - with MELS - Plan d'action sur la lecture
- *Language Literacy Profile* - Vanguard School and The Study
- *Kindergarten Developmental Profile* - with MELS Provincial Kindergarten Committee
- *Literacy Toolkit/EPEARL - ELM* - Concordia University and School Boards
- *BCT* - Building Community through Telecollaboration - CEFRIO
- *DEEN LES Project* - Design tools and publication support with LEARN
- Preservice Teacher Online Community
- Research project on online learning with Bishop's University

Community Collaborative Initiatives

Hosting of Websites and Collaborative Spaces in 2012-2013

- CLC Website
- DEELA Website
- PDIG Website
- Literacy Camp - Registration Site
- Literacy Today - MELS ELA Website
- ALDI Website/Blog
- GOAL Website
- PÉLIQ-AN (Linguistic Exchange Program) Website
- Subject-Specific and Project-Based Communities in Sakai Collaborative Environment
- Event Registration Site
- Blue Metropolis infrastructure and support for educational projects



Publications & Presentations

July–March

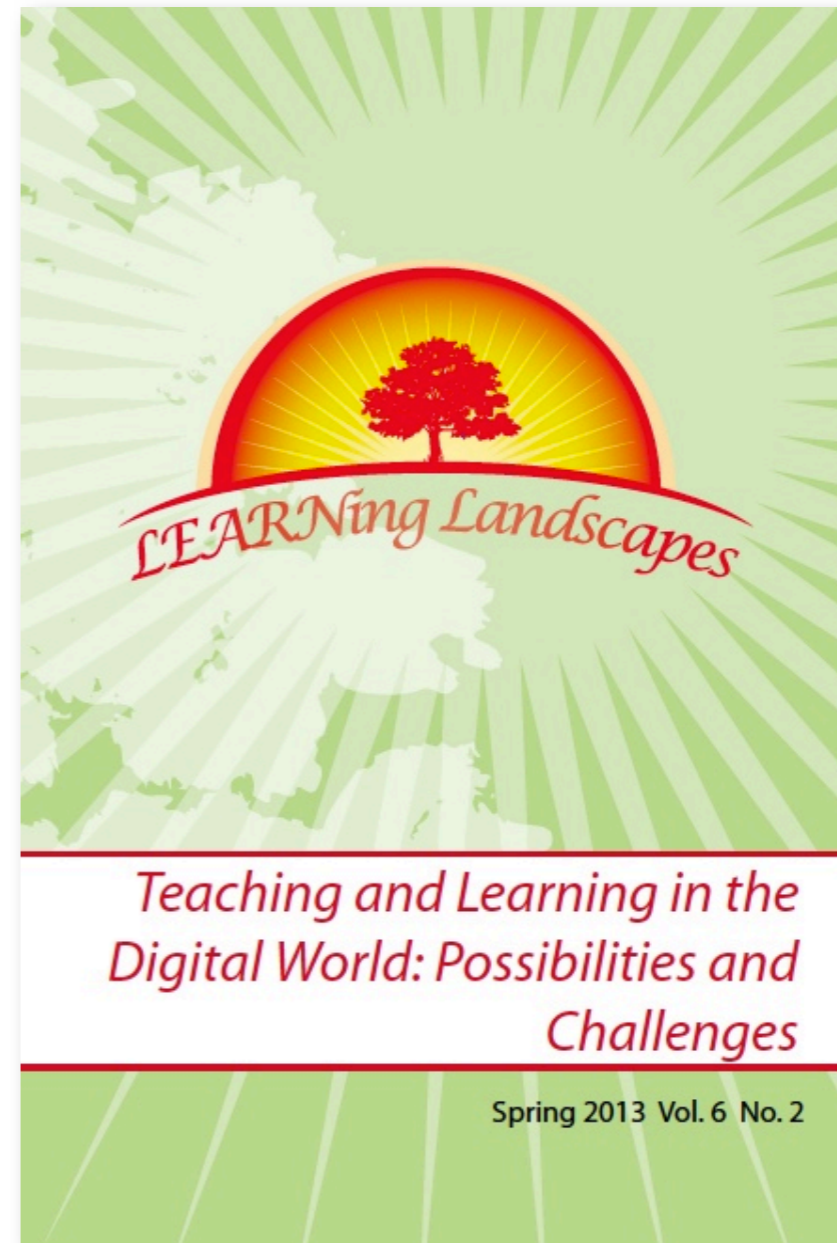
LEARNing Landscapes

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

12th Issue - Spring 2013

Teaching and Learning in the Digital World: Possibilities and Challenges

We will be publishing work that, through a range of lenses and disciplines, will deepen our thinking about how various technologies can be used effectively in the teaching and learning contexts of schools and/or other learning environments. We encourage texts that share compelling stories and examples of how the innovative use of technologies can inspire learning. Also, we will publish texts that explore issues and/or challenges that relate to digital teaching and learning.





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. 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

Early Childhood Education: Successes and Challenges

We are welcoming submissions to be considered for publication in our thirteenth issue (Autumn 2013). The theme is Early Childhood Education: Successes and Challenges.

Deadline for submissions is August 1, 2013

Inclusive Education: Socially Just Perspectives and Practices

We are we welcoming submissions to be considered for the publication in our fourteenth issue on Inclusive Education: Socially Just Perspectives and Practices (SPRING 2014).

Deadline for submissions is February 1, 2014



Update March - June



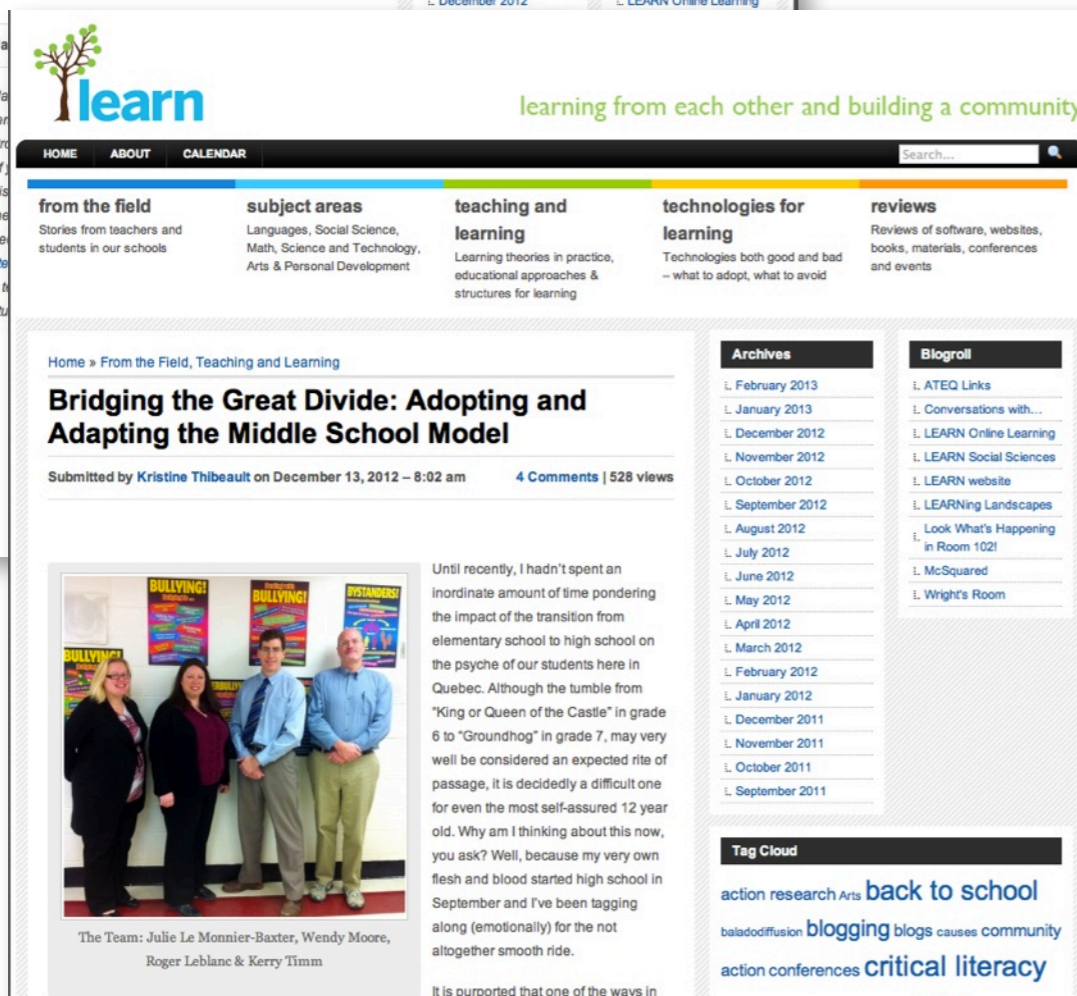
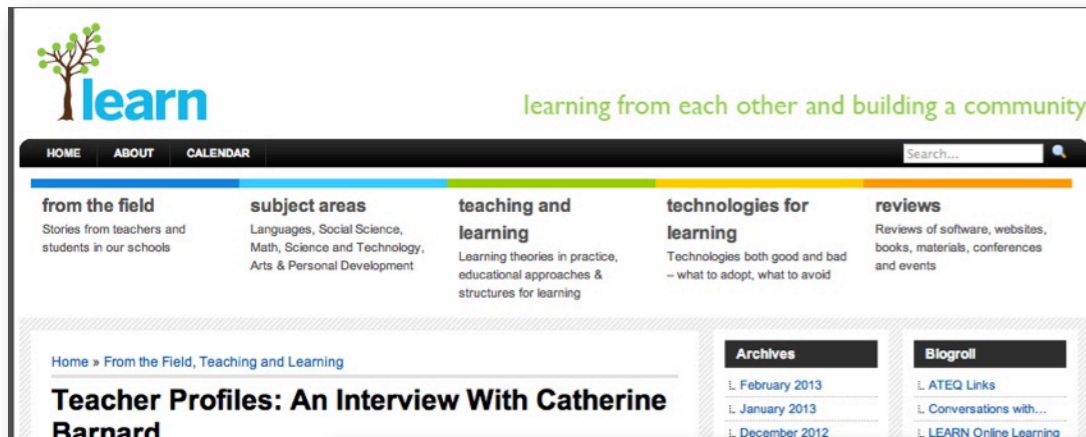
- *These Shoes are Made for Walking: Making Sense of Digital Footprints*
- *A Reminder That Life is Good: the QEP, Professional Autonomy and Paulo Freire*
- *Online PD: Tasters and Takeaways*
- *Twitter Chats – Making Connections*
- *3 a.m. blogging, and why social sciences (/ school) should be social, and public!*
- *The Power of Poetry*
- *A Mentoring Model for Professional Development Part II: Epilogue*
- *In the Eye of the Beholder: iPads, Smartboards and Visual Impairment*
- *Why Our Schools Need the Arts: A New Perspective*
- *Makerspaces: Creative hotbeds of experimentation*
- *The Big Picture: Revisiting the Cross Curricular Competencies*



Update December - February

- December - February: posts so far by LEARN team members:

- Imagining a more meaningful and contributive future for education*
- Bridging the Great Divide: Adopting and Adapting the Middle School Model*
- Teacher Profiles: An Interview With Catherine Barnard*
- Cartograf: Taking time for power mapping*
- Where do you learn and share?*
- Getting Creative With Practical Science Assessments*
- Thank you! (online teachers)*
- Happy Valentine's Day from a Life Long Learner*
- Videoconferencing: Pitfalls, Pedagogy and Possibilities*
- "MacGyvering" Low Cost Alternatives to Assistive Technologies*






The screenshot shows the LEARN Blog website interface. At the top, there is a navigation bar with 'HOME', 'ABOUT', and 'CALENDAR' links, along with a search box. Below the navigation, there are several featured articles and sections. The main content area displays a post titled "Getting Creative With Practical Science Assessments" by Mrs. Cule, dated November 26, 2012. The post includes a photograph of a science experiment with a purple balloon and a plastic bottle. The text of the post discusses the importance of hands-on labs and inquiry-based activities in science education. To the right of the main content, there are sidebars for "Archives" (listing months from November 2012 to September 2011) and "Blogroll" (listing various educational links). At the bottom, there is a "Tag Cloud" with various tags like "action research", "back to school", "blogging", "causes", "community action", "conferences", "critical literacy", "culture", "digital culture", "ELA", "electronic", "engagement", and "reader feedback".

Update October - November

- October-November: posts so far by LEARN team members:
 - ***Teacher Profiles: An Interview with Kelly Ballard***
 - ***Continuing the Conversation: The Art of Commenting on Blogs***
 - ***A Mentoring Model for Professional Development***
 - ***Getting Creative With Practical Science Assessments***




The screenshot shows the LEARN website interface. At the top, there's a navigation bar with 'HOME', 'ABOUT', and 'CALENDAR'. Below that, there are sections for 'teaching and learning' and 'technologies for learning'. The main content area features a large article titled 'Game-changers: Teachers who changed my life' by Melanie Stonebanks, dated September 12, 2012. The article includes a colorful illustration by Todd Berman and text describing a teacher's impact. To the right of the article are sidebars for 'Archives' (listing months from October 2012 to September 2011) and 'Tag Cloud' (listing various educational terms like 'action research', 'back to school', 'eBooks', etc.).

Update July-October

- July and August: ***School Life in Malawi*** - 4 posts by student teacher supported by our ELA consultant blogged about her experience during our summer hiatus
- September-October: 7 posts so far by LEARN team members:
 - ***New (School) Year Resolutions***
 - ***Game-changers: Teachers who changed my life***
 - ***Teacher Profiles: An Interview with Julie Greto,***
 - ***My Full Attention: Digital Storytelling Across the Curriculum***
 - ***Online PD or What I've Learned In My PJ's***
 - ***Striking my Fancy: Blogging for Literacy***
 - ***Check-in Call: Parents at LEARN***



Local Conferences/Workshops - March-June 2013

- **Online Communities of Collaboration** - AAESQ - QESBA
- **Flipping the Classroom** - Vocational Teachers' Conference
- **Introduction to LEARN** - WQSB, LBPSB, SWLSB
- **Review of LEARN services**- DEEN, PROCEDE, MELS
- **LEARN Resources for Continuing Education Students** - Riverside SB
- **SOS LEARN and Online Learning** - ESSB



Local Conferences/Workshops - Jan-Feb 2013

- ***ICT in the Inclusive Classroom*** - Vanguard School - QAIS
- ***ePEARL and the Professional Portfolio***- McGill University
- ***ERC Resources at LEARN*** - McGill University
- ***LEARN 101*** - RSB
- ***Review of LEARN services***- DRD
- ***Exploration of Synergies*** - SSCAAACC
- ***Review of LEARN services*** - ABEE



Local Conferences/Workshops - Oct-Nov 2012

- ***Self-Regulated Learning*** - LTK - SWLSB, RSB, EMSB
- ***ePEARL in the Elementary Classroom in the Classroom*** - McGill University
- ***History 404 Resources and Strategies at LEARN*** - ETSB
- ***LEARN Resources and Communities for Phys Ed and Health*** - LCEEQ workshop
- ***Real Teaching and Real Learning*** - MELS DRD
- ***Building Bridges - Building Community: A LEARN/ATEQ Collaborative Workshop*** - QPAT
- ***Cartograf it! A new web-based way to collaboratively interpret our world*** - QPAT
- ***Spotlight on the Arts*** - QPAT with MAD2 committee
- LEARN-RÉCIT pre-conference sessions at QPAT: ***Writing Process and ICT for Special Needs, PBL and iPads, Technology in Elementary Math***



Local Conferences/Workshops - August-October 2012

- ***Blogging in the Literacy Classroom*** - MELS Literacy Camp
- ***Portfolio in the Classroom*** - Vanguard School
- ***Writing Process in the Classroom*** - Writing and ICT for Special Needs - LBPSB, RSB
- ***Podcasting*** - RSB, CQSB
- ***Next Stop, Animation Station*** - SWLSB
- ***Balado Web*** - CQSB
- ***Flipping the Classroom*** - CQSB
- ***Robotics in Kindergarten*** - SWLSB
- ***LEARN 101, SOS LEARN*** and Subject-Specific Sessions - WQSB, SWLSB
- RÉCIT sessions: ***Writing Process and ICT for ESL*** (Anglais intensif consultants) & ***Mobilité en adaptation scolaire*** (collaboration with RÉCIT en adaptation scolaire)
- PROCEDE 2012: ***The Model Public Virtual School for Quebec***



Presentations at Conferences

- E-LEARN 2012 - AACE - Association for the Advancement of Computing in Education
 - ***Bridging Theory and Practice: LEARNing Landscapes***
 - ***Social Constructivism and Professional Development for Online Teachers***
- INACOL - International Association for K-12 Online Learning
 - ***Portfolio - ePEARL - quality evidence-based software***
- AERA
 - ***Journal Talks session***
- ISTE
 - ***Reflective Practice and ePEARL***
- CanFlip
 - ***Geogebra & Voicethread in the Flipped Classroom***

LEARN by Numbers – Year to Date

138025
hits per day

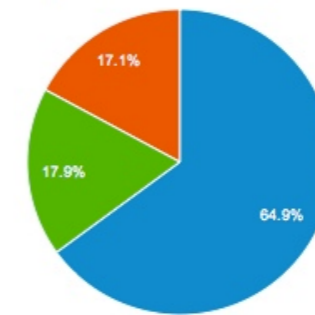
15% increase
in visits compared
to last year

18% increase
in unique visitors
compared to last year

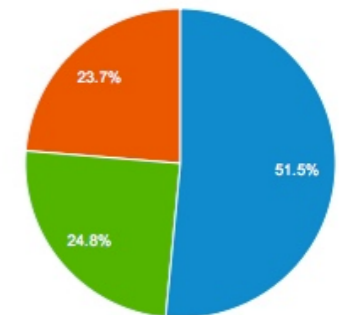
2.40 minutes
average time spent on
public sections of site

Traffic Sources

Apr 2, 2012 - Jun 13, 2012



Apr 1, 2013 - Jun 12, 2013



■ Search Traffic ■ Referral Traffic ■ Direct Traffic

**Sakai Community
Portal**

+85 Communities

+4480 Participants

**Workshops
held so far this
year: +54**

**Total number of
participants: +1360**



**Fall session
Four nights a week**

**Over 2115
registrations**