PDIG Final Report 2017/2018 Western Quebec Career Centre – Auto Mechanics:

The project went reasonably well. However, some changes were made to the project. First our team had changed due to availability of hours. This school year, Justin Docherty and Jason Dowell were not part of the network as laid out in the proposal. There were not enough enrolled students to give them any teaching hours. The balance of the project went more or less to plan. We have managed to create a learning community using the Office 365 platform. "Remote" connections between teachers/students and teachers/teachers have achieved. Sharing information has managed to take place in a new way that we think will continue going forward. The training we received from James Burn went very well and was an excellent learning experience. We had some struggles scheduling in the network days due to lack of supply teachers able to cove classes. None the less we managed to create an excellent starting point in our learning community that we wanted to create. Another one of our challenges we quickly found was the lack of training or tutorials for the Office 365 platform. It was so new, that the "how to" questions were often met with a long exploration of features within the platform. The other problem that we ran into was that Microsoft was constantly updating the platform, making changes to features. So, what you familiarized yourself with on one day, ended up being different the next time you logged in and tried to complete the same task. And often changes that you were looking for to take place in the platform happened with no notification to the user, and as such ended up with a lot of time spent exploring. It seemed a lot of what we spent a lot of time exploring were permissions. It didn't seem that Microsoft had set up a lot of permissions. Example, if we wanted to just allow students to view a document, but not download or print it, we could not find ways to make that happen, and as such we had to take time to find the best work arounds in order to meet our needs of security of our presentations and work sheets. We also had an opportunity to work with another platform for building an online community. Electude is an online automotive "E" training website. We had a free trial that we felt would be worthwhile to explore within our network. The Electude website also allows teachers to set up communication (chat) and comment on students exercises. The added function of Electude is that it monitors and tracks all of the students exercises; how long it takes them to complete them, grades them and how many attempts they took to get questions correct.

The team had James Burn come in for a day to demonstrate the Office 365 platform. Prior to meeting with James, Jason took some time via a video conference to explain to James what it was the team was looking to accomplish with their PDIG grant. James had then went and prepared content to show us on how we could achieve our goals. On the day that James was here we were given an opportunity to try different apps within the Office 365 platform. Between the 4 teachers we spent some time creating fictitious calendar entries and uploading some fictitious content. We had some student accounts and logged into Office 365 with the student logins and spent time looking at what students could see, what they could change and what they could only view. Basically, what we wanted to do was setup permissions for students with the calendars and the class content to make sure students could view and or download as we saw fit. We spent the most part of the day with James doing these tests. At the end of our day with James we had a better idea on how to use Office 365 for our needs and were able to continue working on our own.

We were unable to schedule our second day with James to provide follow up as we had planned. Scheduling conflicts did not permit us to have the second day. What we did end up doing was continuing to complete the work we had been scheduled to do. James had made it clear that if we needed any support we could email him our questions, or we could set up some video conference if need be.

To supplement some of our time, we as a team had an opportunity to try out a new "E" learning platform. The name of the platform is Electude. Jason and Alex made arrangements for an expert on Electude to come in and show us all the "E" Learning automotive tests that were available to the Electude product. Electude is a virtual learning program. What was interesting was students were able to log into the online Electude platform and complete assignments that had been assigned by their teacher. Where Electude really excelled was that most of the created assignments have built in videos, or virtual questions. So, students are actually completing questions with virtual animations. This fit in to our proposal because students were able to log into their account from home and complete assignments in an engaging manner that we have never been able to do before. The engagement comes from the animations or videos that students need to click on to answer questions. Students could view the animations over and over and see mechanical or electrical systems almost the same as they would see them working on a real vehicle.

On our follow up day or last day where the team met as a group we spent time showing each other what we had built. In addition to that we started to share calendars with each other; in other words, as teachers we were able to cross schedules between our two classes and see what was being taught and when. It was at this point that we truly appreciated what each of us had worked on. We realized many of the similarities as well

as differences, and as such we were able to pick and choose different ideas from each of our online creations.

The project has allowed teachers to work on two main professional competencies:
Competency 5: *To develop student progress in learning the subject content and mastering the related competencies.* Teachers are now able to gather evidence and provide feedback to the student on their learning. Teachers can also learn and continue to develop content to foster an engaging learning environment for students.
Competency 8: *To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.* Teachers will also encourage students to learn using ICT and offer communication with their teachers using ICT. This community will stimulate conversations between teachers and between teachers and students. We have been able to assess some of the outcomes as being positive. While it is taking some time for students to use the Office 365 platform, it is becoming more accepted. Students are now asking "can I find that presentation or content on Office 365"? Some students are now telling us "I couldn't find the information on Office 365". This is suggesting that students are holding their teachers accountable to get items that need to be put onto the SharePoint to do so. One part of the issue is that this year we used our students to "try out" the Office 365 platform. Some students found it hard to buy into as such, going forward, from the first day of school or from the very early beginning of the school year, students will be told that this is the way some of our communication will be happening and where they can find resources as well as view presentations and communicate with their teachers.

We feel reinvestment going forward will be rather easy. The only thing that would need to be done year to year are some adjustments to our assignments and class lists. Students that may want access to class lectures or presentations can now just be directed to the Office 365 portal to obtain anything they need. We also can adjust permissions on the content, so as an example, if we didn't want students to have access to content until after a class we can manage that as well. The student now also has access to a calendar where should a teacher decide a student can view a macro plan of the module and see what subject matter is being taught on a given period with a given teacher. Another area that we have managed to incorporate into the project is allow our new shop technician access to the Office 365 portal. This has worked really well, our shop technician now knows what subjects are being taught, when they are being taught and when our exams are scheduled. As such, he can get an idea of what sort of equipment and vehicles we will be needing as we progress through modules. We have the calendar working the other way as well. Our shop technician has a calendar for some customer or student work that may get booked into the shop. Now students can see what is booked, when it is booked and know if they want to work on their car can see the technician to book the car in. Teachers also can check what appointments if any are coming in for a given day. May times students as teachers to bring their car in and

teachers forget, so our shop technicians' responsibility is to book the vehicles in and add them to the calendar further increasing our communication between student, teacher and shop technician. Teachers are also now able to communicate with students. Teachers can provide feedback to students through Office 365 on their assignments or schedule changes.

Another element of reinvestment is to share our knowledge with other departments within the school. Other programs may want to adopt certain portions of the work we did, maybe start with calendar. The automotive department would be able to help some other programs get started on using Office 365. We also would be willing to share information on our project within other automotive departments in the sector. We could offer some workshops or professional development on how to implement this sort of project within other schools who are using Office 365.