



The Trillium

Recognized as ASCD's *Most Improved Affiliate Newsletter* in 2001

December 2002

Ontario Association for Supervision and Curriculum Development

Online Learning

Take Note!

(details inside)

ONTARIO ASCD WITHDRAWS FROM THE ONT. COLLEGE OF TEACHERS PROFESSIONAL LEARNING PROGRAM

Ontario ASCD's Second International Conference

The Art and Soul of Teaching

October 16 - 18, 2003

Toronto

Ottawa Assessment Symposium

with Damian Cooper

January 30, 2003

The Learning Consortium's

Annual Conference

Links to Learning

February 7 - 8, 2003

Toronto

Ont. Assoc. of Junior Educators AGM

Meeting the Diverse Needs of the Junior Child

February 20, 2002. Peel

www.oaje.org

Real Life Education

Online learning is fast becoming one of the most significant educational innovations of all time. The vast majority of universities offer at least some programs, school boards across North America are expanding their "virtual classrooms", and many teachers are including online exercises and activities in their "traditional" programs. The Internet is fast becoming the printing press of the 21st Century in the way it is altering what we do and how we do things. Online learning prepares students for a world that demands life-long learning, problem solving, and the ability to adapt to ever-changing technological realities.

In Ontario a number of schools boards are developing online programs to meet a variety of needs, and to capitalize on a number of benefits. Three of these initiatives are described in this edition of Trillium.

On an unrelated note, please read our statement explaining why Ontario ASCD has decided not to participate in Ontario's Professional Learning Program. It was a difficult decision to make because of the political and financial implications, but a simple one in terms of what we feel is right. We hope you support our position, but we want to hear what you think, especially if you disagree.

Web Sites

Ontario ASCD: www.ascd.ca

ASCD International: www.ascd.org

Ontario ASCD, a diverse learning community that promotes excellence in education, is dedicated to supporting the growth and success of all learners.

ASCD in Action

ASCD Networks

<http://www.ascd.org/aboutascd/cr/networks/network.html>

Each issue we highlight one or two of ASCD's many "Networks" that serve to bring educators together. Each Network is concerned with a particular theme, issue, or purpose. They are wonderful opportunities to exchange ideas, share resources, solve problems, grow professionally, and establish collegial relationships. More extensive information about and contacts for each ASCD Networks can be found at the website above.

The Change Agency: An Electronic Vehicle for Learning

www.ucalgary.ca/~c11/CAN/frameset.htm

This network use two vehicles to promote professional development. The *Change Agency Listserv* is an international electronic mail discussion group which features a wide range of educational issues. The *International Electronic Journal for Leadership in Learning* is an online refereed academic journal which promotes the study and discussion of leadership issues that are of interest in educational communities.

For information contact:

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Ottawa Assessment Symposium

Thursday January 30, 4:15 to 8:00 PM

Keynote by **Damian Cooper**
author of "Getting Assessment Right"
Panel Discussions *and* Lasagna Dinner

For more information, e-mail:

nicola.benton@ascd.ca or
tom.conklin@ascd.ca

Ontario ASCD's 2nd International Conference

The Art and Soul of Teaching:
supporting communities that learn

October 16-18, 2003

International Plaza Hotel & Conference Centre
Toronto, Ontario

For information, contact:

Mary.Nanavati@ascd.ca

Some of the speakers already confirmed are:

<i>Barrie Bennett</i>	<i>Tom Guskey</i>	<i>John Myers</i>	<i>Ken O'Connor</i>	<i>Richard Strong</i>
<i>Art Costa</i>	<i>Heidi Hayes Jacobs</i>	<i>Kathie Nunley</i>	<i>Carol Rolheiser</i>	<i>Michael Tudor</i>

See Page 5 for details on other conferences.

Online Learning Three Ontario Programs

These articles were written by, or with the assistance of **Todd Hitchcock** of the Durham District School Board, **Sue Fried** from the Peel District School Board, and **Greg Clarke** of the Simcoe Muskoka Catholic District School Board.

Durham

www.durhamvc.org

Durham's Virtual campus is a combination of three different divisions: Durham Virtual High School, the Professional Training division, and Adult and Continuing Education. The Professional Training Division is working to engage educators from all over the world in a wide variety of programs. Educators from across Canada and the US, from South Africa, Australia and the Far East will participate in online learning opportunities ranging from classroom management to literacy to eLeadership.

The Adult and Continuing Education division delivers both certificate and general interest courses. The goal of the program is to provide clients with opportunities to expand personal skill sets and to compete in the ever-changing economy. They will do this in the comfort of their own home, capitalizing on the unique features of an online environment.

The Durham Virtual High School presently employs a combination of part-time and full-time teachers, principals, program managers, guidance counselors, and a Media Development

Peel

www.school-online.ca

Online learning is a resource the Peel District School Board uses to expand, enrich and enhance current educational programs. Some of the online learning takes place in the traditional classroom, but this is not the only method of delivery. Students can access these courses through night school, summer school or alternative programs. The alternative programs range from storefront classrooms to independent studies within the school. Online learning plays an important role in all these situations by expanding the range of course offerings and making it possible for students to have more flexible schedules. The added bonus of the online environment is the ability for students to learn online and computer skills in a real application.

Quality online courses use the features of the Internet to maximize the educational advantage. They can be delivered through online-at-a-distance, blended with an in-class component or any combination of the two. In all cases, the online student and the online teacher are in constant communication via

Simcoe Muskoka

smcvc.virtuallearning.ca

The Simcoe Muskoka Catholic District School Board is currently in its second full year of delivering online courses to its senior students. Beginning with a pilot of two OAC courses in February - June 2001 the offering has expanded to four online courses each semester at the OAC / grade twelve level.

The following principles have framed this project. If a class cannot be offered in a school because enrolment is too low to merit a section from the timetable, that class is a candidate for online learning. Successful students must be motivated, self-disciplined, self-starters, who will keep up a daily routine of logging into course websites, and working independently. Different students will experience online courses differently, and enjoy, or dislike them for various reasons - it's not the solution for every student. Different learning styles must be accommodated as much as possible with a variety of resources online (and offline where possible). The key to keeping students en-

Each of these articles is continued on Page 4.

Simcoe Muskoka Catholic's Virtual Learning Centre (continued)

gaged in learning is communication - between students and teacher, and amongst fellow students. The goal is to create a learning community, instead of a group of isolated students.

Courses are designed to follow regular semester timetables - with specific target dates for regular tests and a final due date for final exams / final projects. Teachers are tied to a semestered timetable - it is not an "Anytime / Anywhere" learning model in the broadest definition. Students may login at home, and/or at school during and outside of school hours. The expectation is that each student does 76 minutes of work for their online course each day, and stays more or less together with the rest of the class.

Overall the project has been a success. Students have taken courses that otherwise would have been unavailable to them. Students in exceptional circumstances (in this case a figure skater and model) were able to obtain credits despite unusual schedules. Some students were quite capable of completing courses independently and needed little pushing from teacher, but others needed coaxing. Access issues must be addressed and technical problems like server down time and lost files have occurred, but for the most part The Simcoe Muskoka Catholic Online Project has improved the learning options available to its students. ☑

Over 85% of higher education institutions will offer distance learning courses by 2004. *International Data Corporation*

Peel District School Board's school-online.ca (continued)

email, discussion groups and electronic feedback and telephone. The online teacher reviews, marks and comments on the student work by reading student submissions, participating in and responding to discussions, and following online chats.

Within the courses, students have the enriched environment of multimedia to develop student understanding. Examples of these multimedia components include audio voice-over, movie clips, graphics and illustrations of concepts using moving graphics. Students are able to play with ideas, move fragments to build puzzles, sentences, maps or models. Online education can supplement the learning for the classroom student or provide resources for the classroom teacher. Teachers offer help in a traditional sense by challenging, encouraging, questioning, supporting assessing and evaluating online students.

Currently, Peel is grappling with the same issues as all Ontario online curriculum developers and providers. The Ministry does not yet recognize eLearning as an entity: there are no guidelines for writing or developing courses, there is no register for online learning and nothing will likely be resolved until OSS has been fully implemented. Despite these unresolved issues, Peel's online learning initiative is growing to meet the needs of our changing society. ☑

Web-based corporate learning will be worth \$11.4 billion by 2003, up from \$550 million in 1998. *Merrill Lynch*

Durham's Virtual Campus (continued)

Specialist. There are two full-time and five part-time high school teachers, and 200 students. It is anticipated that the number of students will increase to over 300 in 2003. Sixteen courses are offered, ranging from Grade 10 Civics and Career Studies to Grade 12 Writer's Craft and Advanced Functions/Calculus. Students attending semestered schools are allowed to take one credit at DVHS as long as they carry three credits at their regular school. Non-semestered students are allowed to take two credits, while maintaining six credits at their regular school.

Like all other online programs, Durham's is growing, and changing to meet the needs of its clients with the powerful learning opportunities offered by the Internet. ☑

Ontario ASCD Decides Not to Seek Provider Status

Ontario ASCD has decided to rescind its application to become an Ontario College of Teachers Professional Learning Provider. After much debate, soul-searching, and careful consideration of the financial implications, the Board has decided to step away from the political battle that is disrupting good teaching and quality learning in Ontario. In keeping with the position outlined in our March 2002 newsletter (available at www.ascd.ca), we have decided to continue doing what we have always tried to do, provide quality professional development for the teachers of Ontario in the interest of supporting the people most forgotten in this unfortunate confrontation, our children.

We can not state strongly enough that this is **not** a show of support for the federations, nor a criticism of what the Province of Ontario is doing to promote teacher learning. It is a statement that we will have nothing to do with the battle that is raging between two groups that should be focusing their energy and money on teaching and learning, rather than each other. We are stepping away from the political wrangling, and continuing to focus on providing high quality professional development, not only for our own members, but for all teachers in Ontario.

In the past year we have developed, supported and presented successful conferences in Ottawa, Peel and York, addressing important issues like classroom management, and instructional assessment. In October 2003 we will host our second International Conference, featuring high quality presenters, and offering a wide variety of breakout sessions. We will not evaluate those who attend, but will we provide all participants with certificates of attendance, as we have always done. We encourage all educators who choose to attend our activities to cite their participation in our programming as proof of their commitment to their own professional growth. In turn, Ontario ASCD will continue to support educators, education, and students by providing high quality professional development opportunities.

*We have tried to represent Ontario's educators but we want to hear what you think.
Please send any comments or observations to tom.conklin@ascd.ca.*

The Learning Consortium's 9th Annual Conference

Links To Learning *Linking Quality Instruction to Quality Learning* **February 7 & 8, 2003** The Toronto Sheraton Hotel

Distinguished Presenters include:

David Sousa	Jay McTighe	Faye Brownlie
Carl Boyd	Barrie Bennett & Carol Rolheiser	Gayle Gregory
	Jim Craigen & Chris Ward	

For more information go to:

**[fcis.oise.utoronto.ca/
~learning](http://fcis.oise.utoronto.ca/~learning)**

Ontario ASCD Regionals

There are currently three regionals associated with the Ontario affiliate. Contact people are:

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Ottawa: nicola.benton@ascd.ca

York: see web site for contact information

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Ontario ASCD Membership - new or renewal

Please send this form and your membership fee (\$30) to the Membership Coordinator at the address above.

Name: _____

Position: _____ School: _____

School Board: _____

Mailing Address: _____ phone and e-mail: _____

