



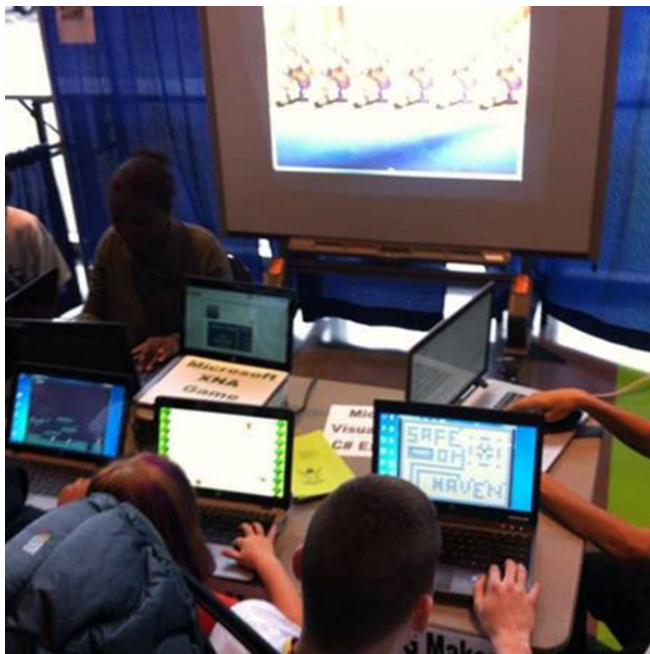
7 Canadian Educators Embracing the Classroom of the Future

Kaylyn Dorland
Grade 2,
Queen of Heaven
Elementary School
Milton, ON



"Learning Tools for OneNote are used for many students, as most are at developing reading stages. Students are able to space out letters and words to help make this more appealing to the eye. Having the dictate feature in has also been a great help for students that are brainstorming ideas for their stories. Sometimes, it is difficult to write or type as fast as your thoughts are flowing! We also use audio recorder on Surface for students that are developing speech. They are able to record themselves reading a sentence, listen to their voice and try again. With this, students and teachers are able to compare and reflect upon the changes from the original recordings and develop strategies to help improve fluency."

Jim Pedrech
Department Head,
English and Canadian
& World Studies,
Holy Cross Catholic
Secondary School
London, ON



“I decided to have students use MinecraftEDU and the OneNote Classroom App to create their own survival narratives. Students “play” in MinecraftEDU for 10-15 minutes a day, and then write an entry about their experiences in OneNote, with each entry becoming a journal entry in a longer narrative. For students who struggle with longer writing tasks, this approach has helped tremendously; by focusing on a paragraph each day, students have written longer narratives, adding to the story with every class. When they begin writing in OneNote, they already have the advantage: our writing prompts are a click away in the Content section, my feedback about their earlier writing is easily accessible, and they are fresh off their successful game session in Minecraft.”

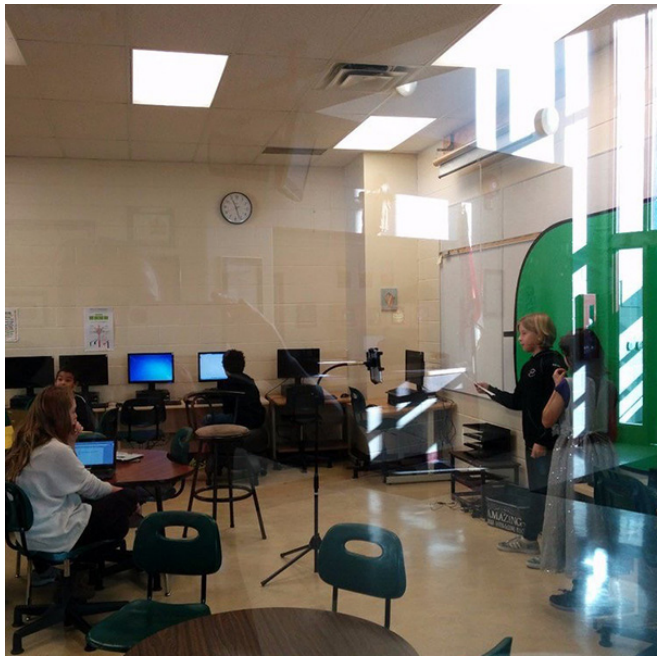
Leah Obach
Grade 1,
Hamiota
Elementary School
Hamiota, MB



"I strongly believe in the power of technology to transform education by helping students reach a real-world audience, fostering collaboration and improving communication. Skype is one of the communication and collaboration tools that we use frequently in our classroom. [It] provides opportunities for students with a range of abilities to participate meaningfully. Since Skype is well suited to both verbal and non-verbal communication, students can communicate at a variety of levels. Some students may only wave and/or say hello at the beginning and end of the call. Other students may prepare questions in advance, another group of students may ask questions and make comments spontaneously as the video call proceeds. There are many ways for learners to be successful using Skype."

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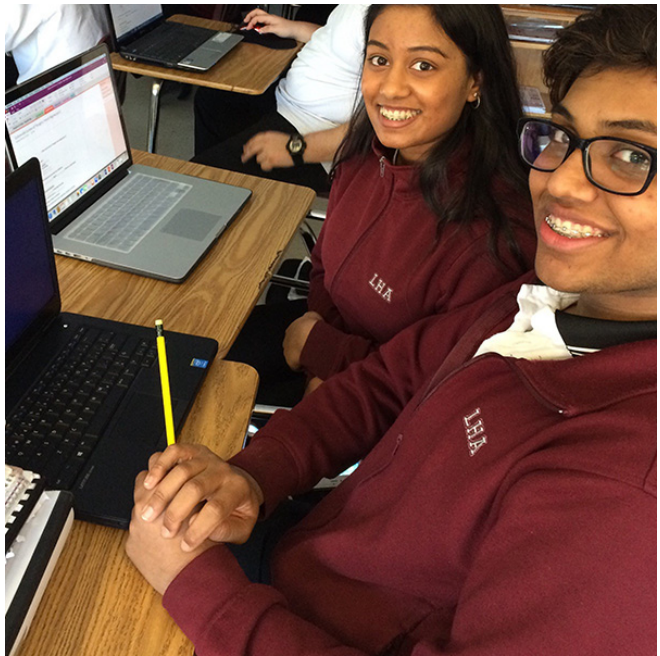
Kevin DeForge
Principal,
St. Dominic
Fine Arts School
Calgary, AB



“We have sought to turn technology from a distraction to an advantage for our diverse learners. We even have a student technology team, called Operation Tech, a diverse team of learners to test new devices, Web 2.0 tools and Apps and then support in classrooms to ensure the effective integration of technology, while providing assistance to the teachers. The focus of our school is to couple technology integration with inquiry and project-based learning, so that students are approaching driving questions and tasks at their own level, with the hope of challenging themselves as they are allowed to take control of their own learning. Technology is merely a tool, but if used effectively and with purpose in mind, it can be a catalyst for engagement and provide adaptations for students at all learning levels.”

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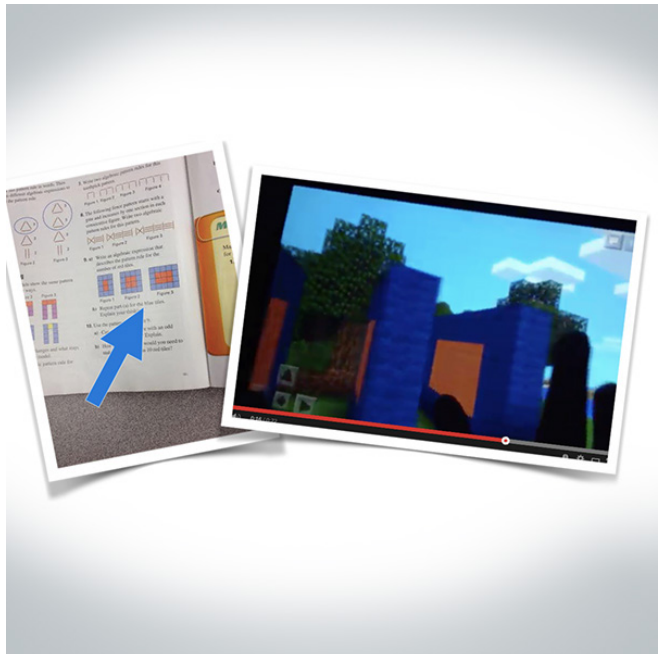
Sarah Howard
Grade 10 History,
Lauren Hill Academy
Montreal, QC



“Using OneNote in my inclusive class has levelled the playing field and allowed all learners a chance to access the curriculum, while simultaneously developing digital literacy skills. The program makes it possible for me to differentiate, adapt and monitor student learning. Its innate organization, learning tools, and collaborative features promote student engagement. My class is made up of diverse learners, many students have special needs, including autism, ADHD, and auditory processing challenges. Students describe using the program, as a ‘fun and creative way to learn’ and that it ‘makes it easy to work in groups but also be independent’.”

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Brian Aspinal
Grade 7/8,
Indian Creek Road
Public School
Chatham, ON



“Using Minecraft as a math tool for students with special needs has been a game changer. Last year I had an autistic student who traditionally wasn't very good at math. After noticing a keen interest in Minecraft, I decided to see if this student could use it as a tool to demonstrate his understanding of growing patterns. What a success! This student was able to build and extend growing patterns using Minecraft and took pride in his work. Extending the mathematical understanding using Minecraft has proven to be so successful, this student (now in grade 9) aced his final math exam!”

Hella Richter-Glinos
Genius Hour Teacher,
Millwood Junior School
Etobicoke, ON



“We have students of varying abilities in every classroom. All of these students, with vastly different abilities, attend Genius Hour class once per week. It is a period set aside during which they complete inquiry projects using technology. Doing inquiry can be a major challenge for a student with limited literacy skills or language abilities and one way we help them is by encouraging them to use video resources when they are doing their research. If they want to read a website that is above their reading level they use text-to-speech to listen to the information. Then, when they want to express their ideas, they are able to dictate to the computer and speech-to-text assistive technology allows them to record their ideas.”