EDUCATIONAL SECTOR

STRATEGIC PLAN (ESSP)

2015-16 YEAR END REPORT

Context

This report reflects the work completed at the Sun West Distance Learning Centre during the 2015-2016 school year as part of the Sun West Hoshin on Student Engagement.

- Primary Owner: Jade Ballek
- Team Leads: DLC Administrative Team – Aaron Biberdorf, Kurtis Heath, Kimberley Johnson
- Expert Advisor: Darren Gasper

Problem Statement

Online learning environments present challenges for student engagement. While our student numbers continue to climb each year, we are conscious that improvement is necessary to maintain a high level of interest in our online courses.

1. **Building relationships** and getting to know students from geographically distant locations is difficult online, especially in circumstances where parents may have distrustful experiences with schools in the past. To address this problem, teachers need to work together to develop and share successful strategies for creating relationships and getting to know students. The DLC as a school needs to develop relationships and earn the trust of students and families.

2. **Creating meaningful interactive content** using tools that enhance online experiences can be both time-consuming and costly. A strategic approach would allow the DLC to focus on tools and strategies that are most effective in improving interactivity, using tools that are budget-friendly.

3. **Creating a consistent "look and "feel"** for online courses is needed so that students do not need to spend additional time learning to navigate the courses or asking questions about course expectations. Collaboratively, teachers should develop a common design for online courses and subsequent materials and then create a long range plan that allows for introduction of these designs into courses. Continuous intake throughout the year makes this problem particularly difficult to implement during the school year.

4. **Assessment** in a continuous intake school is challenging as is providing feedback in a timely manner. Unlike face-to-face classrooms where students progress through courses at roughly the same pace, students at the DLC start and end at different times. Staying engaged while waiting on teacher feedback can be difficult and students and parents have been frustrated in the past. Some of this frustration is caused by lack of understanding about the processes involved as well as unclear expectations around feedback and assessment.

Root Cause Analysis

In May-June 2015, an external organization was hired to help the DLC develop some specific action strategies to address this problem. A full report on the root cause analysis and subsequent strategies for addressing these gaps from a Division perspective is available.

At the school level, in the fall of 2015, we began our work in addressing Student Engagement by addressing the following causes:

- Building relationships with students in asynchronous learning environments has not been a focus in course development conversations.
- Many of the interactive content suggestions provided take a great deal of time to explore because they are often expensive and require additional training (e.g. simulations).
- As educators, we lack the understanding required to develop a common look and feel (e.g. branding) for our courses and teacher-created resources.
- Learning new tools is time-consuming without adequate professional development time.

Future State

"Student engagement" as it relates to online learning is multi-faceted. For our purposes, we have narrowed down to include the following criteria for the 2015-16 school year:

- ✓ Building relationships with students (e.g. getting to know students and opening up opportunities for students to get to know teachers)
- ✓ Interactivity (e.g. including activities that allow students to interact with the content)
- ✓ Course Consistency (e.g. expecting a similar "look and feel" in online courses)
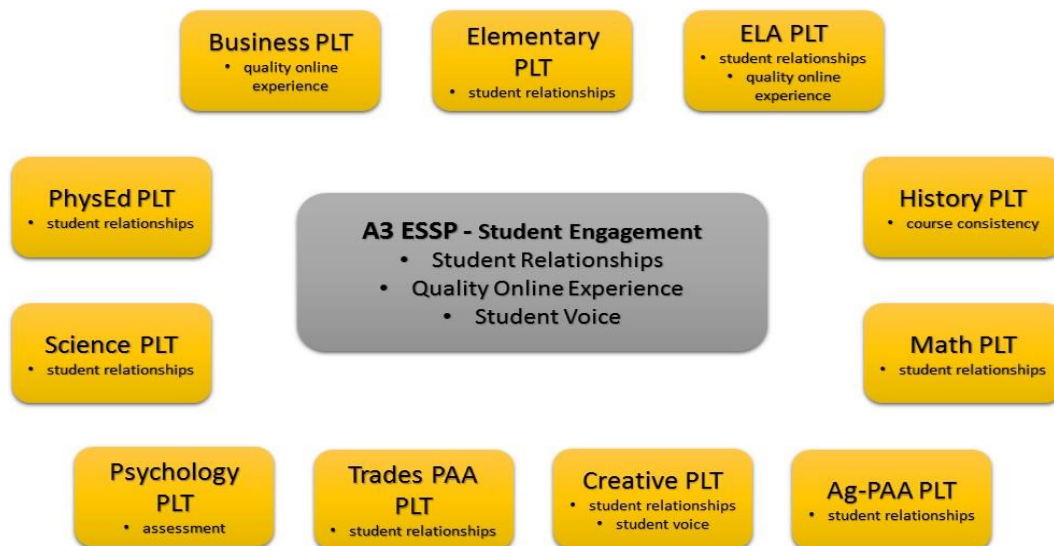- ✓ Assessment (e.g. providing students with instant feedback through online quizzing tools.)

Our vision for increased student engagement has direct connections to the Student First lens. Increasing student engagement in online courses is directly related to the students' overall learning experience. When students are engaged, they are more likely to be successful. Success, in turn, increases students' commitment to learning.

Implementation Plan

Our goal was to work collaboratively in PLT groups to grow the above areas as an overall goal to improve student engagement in our online courses. In order to address these problems in the time-frame of a school year, we determined that each PLT would develop an individualized goal and corresponding implementation plan that best suited the engagement issues connected to the subject and/or grade level. Each PLT developed a specific SMART goal connected to one (or more) of the identified engagement criteria.

PLT collaboration time was set aside during in-school PD days and during Day 6 Period 6 time. A mid-year status update was collected from the PLTs and a visual wall was created near the office to highlight our A3 goals.

In terms of metrics, PLT members collected data from students and where deemed appropriate, from parents, to determine if an improvement in overall student engagement was realized.

Business PLT End of Year Summary

PLT Goal	By June 30th, 2016, develop a consistent look and flow for all business courses that are currently developed.

PLT Members

- ★ Todd McLauchlin
- ★ Renee Harrison

Strategies Implemented

- Polled students to discover their needs
- Meetings to discuss how we could implement student needs and course needs consistently
- Created a checklist with a catchall of everything, and highlighted key area involving consistency
- Created a series of surveys to be used throughout the courses that determine if student's needs are being met
- Created end of course survey which has an element focused on course consistency
- Met with PLT Leader to discuss consistency in terms of the larger DLC brand

Metrics

- Create consistency in:
    - Layout
    - Lesson
    - Font family
    - Font sizes
    - Connection to other business courses (i.e. Renee in Todd's videos, vice-versa)
    - Branding

Data Results

- Engagement increased in the following ways:
    - Consistency internally and externally enables ease of use of course material
    - Pre and post surveys to enable student voice

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- Ease of use increased for students.

Informing Stakeholders:
How might this information be shared with stakeholders (e.g. students, parents, other teachers)?

- Collected data at the end of each unit and course will be accumulated and streamlined
  - Spreadsheets, charts/graphs
- Share the collected data with PLT Leader
- Checklists have been shared with Administration and PLT Leader

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- Complete branding consistency within courses.
- Use the survey data results to make changes and adaptations to the courses.
- Change the survey, if the tool isn't meeting our needs or to reflect changing needs.
- Continue to monitor, assess, re-evaluate, and adjust as needed.

Elementary PLT End of Year Summary

PLT Goal

By June 30, 2016, the Elementary PLT will have implemented at least 3 new strategies to improve student engagement while building of relationships with students.

PLT Members

★ Kim Johnson
★ Melanie Kerpan
★ Kristin Sampson
★ Shannon Libke
★ Christina McNabb
★ Samantha Saelhof/Kim Malinowski
★ Rebecca Farrell
★ Nicole Forseille
★ Nikki Francoeur
★ Cindy Menzies

Strategies Implemented

- Sent personal videos introducing instructor to students.
- Increase our use of phone calls to parents/students.
- Increase communication to parents/students.
- Send a least one card in the mail from instructor to student.
- Plan a field trip for Elementary student.

Metrics

- Developed a tracking document to anecdote engagement strategies.
- Sent a survey to K-6 parents in April to collect data on engagement strategies.

Data Results

- Instructor Tracking Documents: Email was the most frequent form of communication but phone calls did increase throughout the year. All teachers, except one, sent cards. Six teachers attended the field trip. Face to face visits increased from previous years. It was noted that a face to face visit prompted more contact as the relationship developed which impacted student success.
- Survey Results: We asked our K-6 parents to rate our engagement strategies (emails, phone calls, introduction videos, cards, personal pictures/videos, field trip, and face to face meetings) using the indicators Extremely Effective, Very Effective, Moderately Effective, Slightly Effective, and Not at all Effective. All strategies received the highest rating with the indicator Very Effective (see graph below). The most valuable

data was collected in the comments that some parents took the time to write.

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- From the data collected, the strategies implemented were all effective in building relationships, which is a key factor in student engagement.
  - Parents indicated that the face to face meeting is very important and asked for more opportunities to come to the DLC or meet with instructors and students in an activity based situations.
  - Many wanted opportunities to gather to build educational relationships.

Informing Stakeholders:
How might this information be shared with stakeholders (e.g. students, parents, other teachers)?

- This data will drive our goals for next year. It is clear that the strategies we used were effective. We need to further increase the strategies and provide new and different ways to further build relationships and engagement.

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- We discussed that having educational opportunities such as Science Fairs, Phys. Ed. workshops, Arts Ed. workshops etc. at the DLC and perhaps in locations around the province would be of value and desired by our parents and students.

Elementary PLT Engagement Data
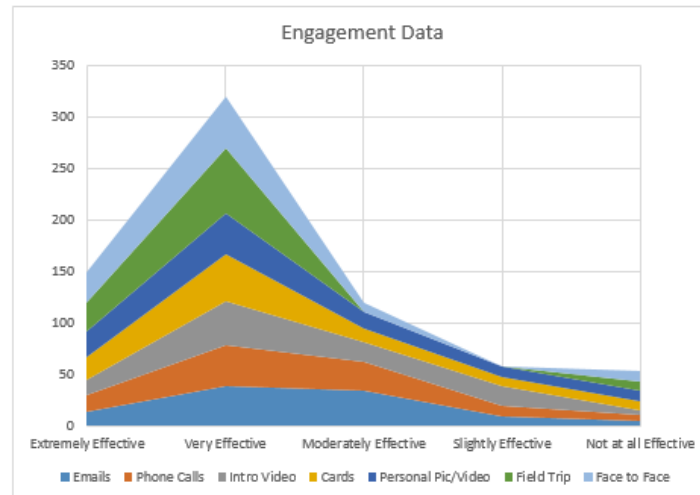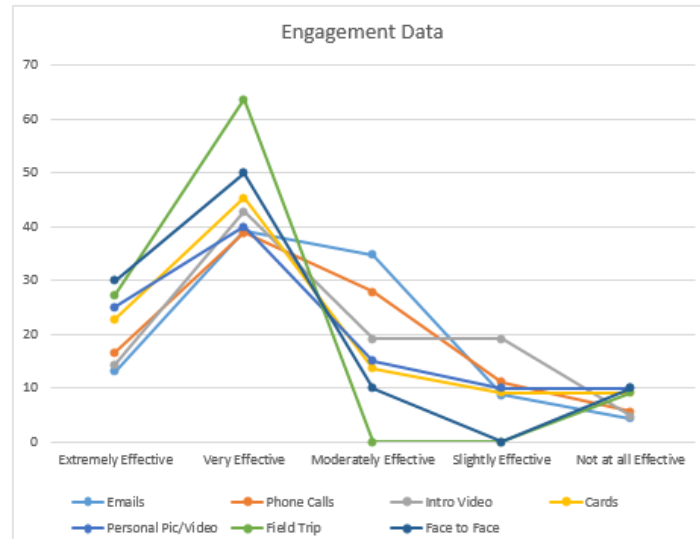
English Language Arts PLT End of Year Summary

PLT Goal	• Original goal was to make resources for an ELA 'Toolkit' for all ELA students that the ELA teachers can share between courses • Goal was to engage students and provide them with a location to find these resources & promote contact between student and teacher
PLT Members	★ Michelle Lee-Klaassen ★ Colleen Underwood ★ Blair Smadu ★ Jaimes Weber ★ Jim Cates

Strategies Implemented	• Original goal was to make resources for an ELA 'Toolkit' for all ELA students that the ELA teachers can share between courses.
	• Goal was to engage students and provide them with a location to find these resources & promote contact between student and teacher.
	• ELA teachers have made videos targeting specific skills needed in ELA such as essay writing, presenting, plagiarism, responding, comprehension, tracking changes.
	• Thinglink has been used in Moodle (ELA 7&8) to showcase student work and allow interactive engagement within the course. Promotes student self-esteem and ambition.
	    ▪ Total views = 4,300 (2015-2016)
	• The ELA PLT organized a fieldtrip to the Persephone Theatre in Semester 1 for students grades 9-12 in order to increase student contact and engagement.
	    ▪ Student turnout = approximately 20 students participated/attended the play
	• Mental Health resources have been provided in some courses on Moodle and have been accessed over 60 times in both ELA B10 and ELA 20.
	• Year-end surveys are provided for students to give feedback at the end of the course and data is used to make revisions to the course.
	• 'Student Reminder' videos from Jim Cates (ELA 7&8) are creative and fun while providing friendly reminders about assignments.

	• Course revisions and restrictions
	▪ Using data from surveys and course improvement goals to make Moodle courses more engaging and relevant for students.
	▪ Restrictions create more contact between teachers and students and encourage students to work at a reasonable pace through the course and receive timely feedback.
	▪ Progress bar: students can see their progression in the course and how much they have left to complete.
Metrics	• Include data collection methods (e.g. surveys, etc.)
	• Comparison to last year's participation in the same course
	• Using year-end survey data to make course improvements
	• Add a restriction for the survey to encourage students to take it
	• Using the 'Logs' and 'Activity Reports' on Moodle to identify how many times students have accessed a page
	• Increasing contact via e-mail and phone calls
	• Using 'assignments completed' information to make forum posts more relevant
	• Using Google Docs that students have to request the teacher share with them when they hit a certain landmark in the course
Data Results	• Thinglink – 4,300 views
	• Toolkit is provided but it is difficult to provide accurate data as not all courses have their Toolkit accessible in Moodle yet (goal was to do this for next year)
	▪ ELA 9- has been accessed 48 times since September
	▪ ELA 30-has been accessed 1113 times since September
	▪ ELA B10-has been accessed approximately 340 times since last June
	• Surveys
	▪ ELA B10- accessed 26 times
	▪ ELA B30-accessed 19 times
	▪ ELA 20-143 times
	▪ ELA A10- Completed once in 1 month

- Anxiety Resources Page
  - ELA B10-has been accessed 76 times
  - ELA 20- 50 times

Reflection:

Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- Yes because we have seen an increase in participation this year and ELA teachers have reported more contact from students
- ELA field trip was a positive way to engage and provide an opportunity for students to meet fellow peers and their teachers in a meaningful way that also connects to curriculum

Informing Stakeholders:

How might this information be shared with stakeholders (e.g. students, parents, other teachers)?

- Can use 'Activity Completion' data to create a graph/report
- Can share this document with stakeholders

Future State:

As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- Any video components shared between ELA PLT to put into Toolkit
- Implementing Toolkit in all courses (on Moodle) so that we can collect data starting in September
- Plan for future fieldtrips for next year
  - Plan for discussion with admin early re: budget
- Put surveys in all courses and collect data of usage from September (share Humanities survey)

1ELA PLT One Drive Shared Document Folder

History PLT End of Year Summary

PLT Goal
Our goal was to develop a common instructional design for the History 10 and 20 courses.

PLT Members
★ Joe Krahn
★ John Jamieson

Strategies Implemented
- The initial goal was to have this design implemented in History 10 by the end of the first semester. This task proved to be larger than expected and at the end of the school year, one unit has been revised using the new design and format.
- In the early part of the year, we also expanded upon the task significantly by deciding to create mini-lessons on each of the six historical thinking concepts. These mini-lessons are currently in the form of a series of handouts that explain the concepts in student friendly language. Lesson videos will follow when time allows. These lessons have not yet been used with students.

Metrics
- Student Survey
- Video Metrics

Data Results
- The students indicated in a survey that overall, they found it a bit more difficult to understand how to move through the lessons. The two survey responses both indicated that they preferred the lesson to be on one page rather than spread out over multiple pages of a book. They found the book format confusing, though this might be because it was not clearly communicated to them before the change.
- We have taken this feedback and come up with a new template that should simplify this while avoiding the "scroll of death" that happens when there is too much on a single page. However, they found the lessons themselves clearer and appreciated that the steps for the lesson were laid out at the top of the lesson.
- Overall, while the design may not have increased engagement, we now know what students are looking for and can plan accordingly.

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- In the new year, one thing that we can do to increase engagement is produce more interesting and engaging lesson videos.
    - Based on observations and discussions with students, as well as lesson video metrics, it seems that few students view the lesson videos.

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- Teachers in other courses seem to have more success with their videos and it would be a good idea to upgrade the history lesson videos especially since students tend to find history uninteresting.

Math PLT End of Year Summary

PLT Goal   By June 30, 2016, the Math PLT will increase student engagement through instructor videos and focus on regular communication.

PLT Members
- Kurtis Heath
- Nathan Ruten
- Nathan Herrem
- Wendy Li
- Phil Guebert
- Carla Lorer

Strategies Implemented
- creation of an Instructor Introduction video
- regular communication by email and phone
- completion of year end course survey

Metrics
- emails / videos of students introducing themselves and saying at least one other fact about themselves
- anecdotal records / reflection of email responses and possibly phone conversions
- course survey completions and responses

Data Results   (As of May 9, 2015)

- As a whole about 10% of students responded to the About Me video with either a video or email back to the instructor telling them something about themselves.
- Email communication, which is the most popular means of communication with students, was the most successful with on average 50 – 60% of students responding to engaging questions over email. Engaging questions were questions related to personal or family life outside of the contexts of course work. Higher percentages were seen in the 20 or 30 level course as opposed to the middle and 10 level courses.
- Phone call communication was identified as not a good source of student engagement data collection as most phone calls were geared towards students who were chronically behind. In future years this could be a good means of engagement but would need to be planned and targeted differently.
- Survey results were also low with about 30 – 40% of students responding.

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- With not having subsequent data to compare it to, it was agreed that the strategies implemented were a success.
- Our main strategy of focus was students responding to the About Me video and although most students did not respond, the responses that were received were exciting and motivating to the teachers. These are the interactions online teachers need that you would get daily in a f2f classroom – so moving forward as a group we would like to look at more ways to get to know our online students.
- Although the results on all strategies were not as high as we wished if it helped only a small number of students it was successful.

  **Note that many kids were not yet done the course and a high number of rollovers from S1 will mean that collecting data in May will have lower results.

**Informing Stakeholders*:*
How might this information be shared with stakeholders (e.g. students, parents, other teachers)?

- As a group we came up with possibly correlating engaged students to higher marks or completion rates

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- Gamifying the course and introducing badges for engagement pieces – like submitting a video, first skype session.
- Create a few small student engagement tasks such as a math meme, find a funny math cartoon posted to a forum and comment on another classmates, math career project all for possible badges.
- Create more choice in assessments, include student involvement or input on things like the course survey, online math club, enrichment, creating authentic meaningful assignments

Practical and Applied Arts – Ag Strand End of Year Summary

PLT Goal	Increase student engagement by getting to know our students using video submissions
PLT Members	★ Paula Evans ★ Dean Palmer ★ Melanie Kerpan

Strategies Implemented	• The strategies we used to increase student engagement included:
	  ▪ introductory videos (students created to introduce themselves to us)
	  ▪ meeting in-person through the Agribition Field Trip opportunity
	  ▪ Melanie used Birthday Greetings that she emailed to students.

Metrics	• The way we measured improvement in student engagement was course completion and success, as well as what we saw as student comfort level in contacting their instructor.
Data Results	• Survey results will help us analyze this data.
Reflection: *Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?*	- We feel students were more engaged and our changes were successful. - Students seemed comfortable interacting with us and contacting us, especially those we met on the field trip.
Future State: *As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?*	- I'm not sure what other strategies we can add for next year, but we will continue to improve on this.

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Practical and Applied Arts – Creative Strand End of Year Summary

PLT Goal   Our goal was to increase engagement in our courses with a survey and through personalized feedback

PLT Members
- ★ Jody Polowick
- ★ Ashley Clarke
- ★ Kristin Sampson

Strategies Implemented
- implement a Student (get to know you) Survey at the beginning of the course to determine students interests, learning challenges and to build relationships
- a course completion survey
- focus on personalized feedback in assignments and communication

Metrics
- number of students voluntarily responding to the Get-To-Know-You survey
- course survey completions and responses
- reflection and anecdotal notes on personalized feedback

Data Results   (As of May 9, 2015)

- High percentage of students complete the Getting-To-Know-You survey
- Course Completion survey shows a significant drop with about 30% completing
- A noticeable increase in positive, meaningful communication with students was noted as teacher feedback became more personal and personalized, showing that engagement and relationship building was happening.

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- The beginning student survey was a big success. Lots of students opened up about themselves and was a good starting point to build a teacher – student relationship.
- Students shared how they learned and supports they might or will need to be successful. This information was used in email communication as part of the personalized feedback and was received very well by students.
- Forum posts were also used to try and increase student engagement at a peer to peer level.

  - In this process students were respectful of each other and seemed comfortable communicating

with each other and student response to it was overall positive.

**Note that many kids were not yet done the course and a high number of rollovers from S1 will mean that collecting data in May will have lower results.

Informing Stakeholders:
How might this information be shared with stakeholders (e.g. students, parents, other teachers)?

- Data collected could be shared with PLT members to improve courses or identify future course developments.

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- Create more opportunities for students to engage with their online peers early in the course to build that culture.
- The student survey was voluntary to complete, but potentially making it mandatory could increase the number of student responses – but may also deter students from giving authentic, meaningful answers.
- Collect data mid-June (we know bad timing) instead of early May for more accurate numbers.

Practical and Applied Arts – Trades End of year Summary

PLT Goal
To increase student engagement, we will create instructor introduction videos and include an About Me assignment for students

PLT Members
- ★ Dan Marsh
- ★ Shana VanDenHeuval
- ★ Doug Gasper
- ★ Carla Lorer
- ★ Brian Johnston

Strategies Implemented
- Creation of an "About Me" video and an assignment requesting students to respond back about themselves and completion of a course survey

Metrics
- Number of students responding with something about themselves
- Course survey completions and responses

Data Results
- 100% of students responded to the About Me assignment. Being an assignment all students were required to complete the assignment – question about if you make this mandatory at the 10 level and have different strategies (or questions) at the 20 and 30 as most students will usually continue in the that course pathway and have already done the assignment at the 10 level.
- Survey results were also low with about 30% of students responding.

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

Successful implementation?

- Yes. Having a mandatory student assignment to tell the instructor about themselves was a successful and easy way to get some information about who are students are.
- Having an instructor video is a big piece for kids to know there is a teacher responding and interacting with them and not a robot - and just putting a name to a face is the first step for students to make a connection with their teachers.
- Making the students submit an About Me assignment, especially at the 10 level, not only gives the teacher some background knowledge of the student it also

introduce them to how to submit assignments to Moodle. Teachers can then use that student information in future feedback on assignments or in email communications commenting on their hobbies, likes, dislike, etc.
- Survey feedback was positive about comfort level in contacting instructors and student responses also helped with some course improvements

**Note that many kids were not yet done the course and a high number of rollovers from S1 will mean that collecting data in May will have lower results.

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- More contact check points built in throughout the course.
- Possible restrictions in place until there is a f2f online meeting or phone call.

Psychology PLT End of Year Summary

PLT Goal	Our goal is to improve engagement by providing timely feedback to students on their progress using Moodle assessment tools.

PLT Members

- ★ Shelagh Hockley
- ★ Evan Pasternak

Strategies Implemented

- All of the assessments for the Psychology 20 and 30 courses were paper and pencil quizzes and exams. It was decided to move those assessments online so that students could complete their quizzes and exams online through Moodle.
- We believed this would increase student engagement by allowing them to see some of their results as soon as they completed the assessment and that it may improve marks since teachers would be able to easily see typed work rather than scanned paper and pencil tests that can sometimes be unclear.
- One of the major hurdles that we faced was finding the time to put these assessments online while students were going through the course. However, since making the change, it has saved us time marking the quizzes and exams.

Metrics

- We added two questions to each Psychology course to ask students their opinion of completing their quizzes and exams online. Students were given the statement, "I liked completing my quizzes and exams online through Moodle." They were provided with answer options of "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". Students were also able to add a comment about this question.

Data Results

Psychology 30:
- 10/22 (45%) of students Strongly Agreed
- 8/22 (36%) of students Agreed
- 3/22 (14%) of students Disagreed
- 1/22 (5%) of students Strongly Disagreed

Some comments from students regarding the online quizzing were:
- It was much easier to type my answers and the tests were completed faster than they normally would've
- I get to see the question I answered correctly right away. Although it is slightly stressful to see that I have a timed quiz. Whereas on paper I was able to take as long as I needed.
- my had [sic] did not get sore from writing so much :)
- This was easier and less stressful then doing the on paper exams.
- I like the online testing, it's more convenient for us students and doesn't waste paper.
- I really liked how you can take the quizzes and exams on Moodle. It made things easier for the teachers and students taking the course.

Psychology 20:
- 2/6 (33%) of students Strongly Agreed
- 2/6 (33%) of students Agreed
- 2/6 (33%) of students Disagreed
- 0/6 (0%) of students Strongly Disagreed

Some comments from students regarding the online quizzing were:
- I did not like the time limit, because I normally take a bit longer to write my tests and I can't fully think my answers through if I only have an hour to do a fairly lengthy test with important information.
- It was much easier than writing on a paper test and scanning it in. It was quicker and less stressful.
- They were faster to complete because less writing on paper.
- It is easier for me to write answers on paper.
- It makes my anxiety a little better, the only thing I wish would happen is for the timer to be gone. It makes me rush some short answers

Reflection: *Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?*	- The timeliness of feedback has been improved. As soon as students completed the quiz or exam, they could see their results on the multiple choice, true or false, or matching questions. Short answer questions were able to be quickly marked by the teacher and students received their final mark back more quickly than they would have waiting for a paper quiz or exam to be marked. This helped students stay engaged with the course and on-track with completing the next unit. - Students reported that they liked doing the assessments online and they liked seeing their results faster.
Informing Stakeholders: *How might this information be shared with stakeholders (e.g. students, parents, other teachers)?*	- Completing assessments online – and getting faster feedback – could be something that we highlight as an advantage with our courses.
Future State: *As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement*	- For both of the Psychology courses, there needs to be improvement made to the videos. Students find these videos too long and some parts are no longer relevant. There needs to be time dedicated to re-doing the course videos; making them shorter and more specific to course material. In some cases, this might also mean changing the course material (for Psychology 30). - Another important strategy would be to have a textbook resource for the Psychology 20 and Psychology 30 course. Students could then use the books to help them learn the content rather than

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in an online learning environment?

relying on listening to videos to learn that content. Sometimes there are technical issues for students trying to watch videos. Students can go back and look in their textbooks to review terms and concepts which would help them prepare for quizzes

Science PLT End of Year Summary Report

PLT Goal

The Science PLT goal is to increase student engagement by getting to know our students better through teacher-created fun fact videos.

PLT Members

- ★ Aaron Biberdorf
- ★ Paul Stinson
- ★ Dan Krause
- ★ Paul Lehmkuhl
- ★ Maigan DeLouw

Strategies Implemented

- The Science PLT set out to increase student engagement with the teacher of each course.
- Each teacher created videos where they shared something about themselves in some capacity. Students were then asked to share back through an activity. The activities ranged from posting in a forum to submitting a video or audio recording.

Metrics

- Each teacher had a pre-existing end of course survey that they added one or more questions to, specifically about the engagement videos. Each question used a Likert scale to measure student responses.

Data Results

- See below

Reflection:
Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

In general, there is not enough student responses in the surveys to come to a conclusion. In time, we will have more data. The lack of data at this point is due to few students completing the courses in S1 or having the survey implemented after students completed in S1, and students being incomplete at this time in Y1 or S2. Course specific observations are below:

Based on student responses received, students (in Forensic 20) stated that viewing the videos increased their engagement with the instructor and the course, but not with each other.

Based on student responses received in Physical Science 20/Physics 30, students engaged with the interview style questions more when they were spread out throughout the course instead of grouped together. The students who filled out these optional sections are also seeming

to accomplish more course content as well. However, many students confessed to not viewing the videos perhaps due to time constraints.

In Astronomy 20, four students completed the survey question regarding their participation in responding to the "Teacher Snack" videos. Three responded with "did not use", and one student agreed that it promoted student interaction within the course. More data was gathered qualitatively since I observed several interactions among students on the "Teacher Snack" video pages. For example, 13 students responded to the first video, and some students began discussing topics unrelated to the video and course content. The videos that I posted later in the course were used less by students as compared to the videos posted in the earlier units.

In Computer Science 20, the trend is that the videos did help with the student-teacher connection. However, the number of responses is not representative of the students that actually participated in the engagement video activities. Of the students that participated, it seemed to be the students that were already engaged in the course (at least in completing content) and the students that were moving behind pace were not participating in the engagement activities.

I found that only a handful of students actually participated and responded to the videos. I can see that only 8 students responded to the second and third teacher snack video and with the introduction video I had 34 attempts however many of them were only a couple of words. I found that the students who put a lot of effort into these activities also put a lot of effort into the course. It would be interesting to know who "disagreed" and "strongly disagreed" with those questions. I am not sure if they found Science 10 to be a challenge and just generally didn't enjoy the course or if they had valid reasons to disagree. Overall, not many students participated in these engagement pieces.

Informing Stakeholders:
How might this information be shared with stakeholders (e.g. students, parents, other teachers)?

We felt that the information was already being shared with students (and by extension with their parents, though they maybe lack awareness of it), but that there could be a sharing type session between PLT groups.

Future State:

As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

Students making a commitment to their end date and encouraging them to be accountable for themselves. Provide opportunities for peer to peer interaction. Potentially implementing "student mentors" or Moodle groups within courses.

SCIENCE APPENDIX

	Strongly agree	Agree	Disagree	Strongly disagree	Did not watch	Total
Watching the F820 Teacher Fun Facts videos increased my engagement with the course material	7.14% 1	57.14% 8	28.57% 4	0.00% 0	7.14% 1	14
Watching the F820 Teacher Fun Facts videos increased my engagement with the instructor	7.14% 1	71.43% 10	14.29% 2	0.00% 0	7.14% 1	14
Watching the F820 Teacher Fun Facts videos increased my comfort level with contacting the instructor	7.14% 1	57.14% 8	21.43% 3	0.00% 0	14.29% 2	14
Watching the F820 Teacher Fun Facts videos increased my engagement with other students	0.00% 0	14.29% 2	50.00% 7	28.57% 4	7.14% 1	14

Computer Science 20:

Watching the Get to Know Me! videos made me feel more connected to my instructor. **If you did not watch the videos please select N/A.**

		Average rank (and average values)	⇩	N/A

	Strongly Agree	Agree	Disagree	Strongly Disagree		
					1.8 (1.8)	0

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	N/A
	1 (25%)	3 (75%)	0	0	4	0

Astronomy 20:

28	• The "Teacher Snack" videos helped me connect to other students in the course.

		Average rank (and average values)	⇩

	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not use	
						4.2 (4.2)

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not use	Total
	0	1 (25%)	0	0	3 (75%)	4

Science 10:

29	Watching the "Teacher Fun Fact!" videos increased my interest in course content.

		Average rank (and average values)	⇩	N/A

	Strongly Agree	Agree	Disagree	Strongly Disagree		
					2.5 (2.5)	6

| Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	N/A
	0	5 (63%)	2 (25%)	1 (13%)	8	6

30	Watching the "Teacher Fun Facts!" videos made it easier and more comfortable for me to contact and communicate with my teacher.

		Average rank (and average values)	⇩	N/A

	Strongly Agree	Agree	Disagree	Strongly Disagree		
					2.3 (2.3)	7

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	N/A
	1 (14%)	4 (57%)	1 (14%)	1 (14%)	7	7

Physical Science 20:

Did learning a bit more about your instructor (in the instructor interviews) increase your level of comfort when contacting them?		
Response	**Average**	**Total**
N/A - I didn't watch them	40%	4
3 - They were okay	20%	2
4 - They made me a bit more comfortable	20%	2
I was always comfortable	20%	2

Physics 30:

Did learning a bit more about your instructor (in the instructor interviews) increase your level of comfort when contacting them?		
Response	**Average**	**Total**
N/A - I didn't watch them	17%	1
2 - Didn't really help	33%	2
4 - They made me a bit more comfortable	33%	2
I was always comfortable	17%	1

Physical Education/Wellness PLT End of Year Summary Report

PLT Goal	Our goal is to increase student engagement through a face to face field trip and parent contact on the phone.

PLT Members

- ★ Miles
- ★ Elaina

Strategies Implemented

- Strategy 1 – Connect with each student and/or parent on the phone in Wellness 10.
- Strategy 2 – Meet as many students as possible f2f on a field trip to tour the U of S college of Kinesiology in Ex. Sci. 30

Metrics

- Number of students contacted on the phone
- Number of students participating in the field trip

Data Results

As of May 9, 2015:

- High percentage of students (90%) were connected on the phone in the Wellness 10 course.
- A small percentage of kids attended the field trip for the Exercise Science course

Reflection:

Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?

- Yes in both cases.
- Wellness 10 - Sometimes the student was home for a conversation and sometimes the parent was home so a connection was made in any case if the phone was answered. There were times when both student and parent were home and the conversation was over speakerphone. I think that having the personal connection gives you a better idea of who the student is and what the home situation may be like. As well, once the parents are engaged the student has a better chance of being successful because there is more monitoring at home. Unfortunately you also get a very good sense of the students who will not be successful when you talk to the parents of some.
- Ex. Sci. 30 - The students loved the experience and getting to know each other. They were excited to learn new things and be provided new opportunities in an engaging, positive and supportive environment. Field trips are an incredible experience for kids. I hope they are something we can continue to do for our students. It was a great experience for all of them, but especially our homeschooled students.

**Note that many kids were not yet done the course and a high number of rollovers from S1 will mean that collecting data in May will have lower results.

Future State:
As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?

- Field trip could be a partnership with the Wellness course. Could also communicate the highlights and testimonials to potential students and post on website and in the course to generate more interest – include some pictures and highlights from the trips as well.

Power Engineering End of Year Summary Report

PLT Goal	By using a blog, I hope to increase student engagement and interest in the Power Engineering course.
PLT Members	★ Carla Lorer
Strategies Implemented	• Blog about my experiences with Power Lab 1 at Saskatchewan Polytech
Metrics	• Student comments on the blog postings
Data Results	(As of May 9, 2015) • The students did not comment within the blog
Reflection: *Do you feel the strategy/strategies the PLT implemented this year successfully improved student engagement?*	- This blog was placed in a frame at the top of the course menu in my active Power Engineering courses so that all students would see it upon logging in to the course. I hoped that the students would comment on the postings, and also that the WordPress site would provide useful data. The students did not comment within the blog; however, I have had a few comments from students and parents in which they have referred to the lab, and it has increased their knowledge of what a power lab entails. - The analytical data from WordPress was not useful as it registered a visit to the blog whenever a student visited the Moodle page on which it was hosted, rather than when a student clicked into and actually read the blog.
Future State: *As we look to next year, what other strategies might we consider, either as a PLT or as a school, for continuing to improve student engagement in an online learning environment?*	- I hope that, in the upcoming year, we will be able to use the SaskPower boiler trailer to provide our own hands-on learning experiences for students. - If we are able to do this, I hope to be able to document these experiences and share them within the Moodle course, perhaps within a blog or other similar sharing application. - I think that the use of the trailer and the recording of it on the Moodle course will go a very long way to improve student engagement.

DLC