



Emerge One-to-One Laptop Learning Project Newsletter

April
2009

Spring Community of Practice and Professional Learning May 5 & 6 in Calgary

Online registration is now open
Visit <http://www.timewiseevents.com/emerge>

Online registration is now open for the Emerge Community of Practice event. A draft agenda and a detailed program describing the sessions is now available on the registration site. A list of area hotels is also included. **Registration will be open until April 27, 2009 only. Please ensure that your team is registered as late registrations or registration at the door will not be accepted.**

Note for Teachers - All those who are planning to attend the Community of Practice sessions are reminded that this is a working session. Please bring a task that you have designed, the assessment for that task, and some student artifacts that demonstrate evidence of learning. You will be expected to give peer feedback on in a similar way that you would ask students to do so, using a rubric as a filter. The rubric is available online at <http://www.1to1alberta.com/resources/springPL2009/TaskDesignRubric.pdf>.

Emerge Jurisdiction Fall Reports

As discussed at the webinar for project leads on March 25, 2009, the fall report template will be changing to a case study format, and include a video clip. The rationale for this change came from the innovative practices seen in Emerge classrooms during site visits. The case study will enable each project to share its story and the successes that are not being captured in the provincial level research.



Following the May Community of Practice event, a webinar session for project leads will be held to discuss the structure and format of the case study. Further information will be also be provided in upcoming newsletters.



Stakeholder Technology Branch

Government of Alberta ■
Education

News from the Research Team

The research team is currently preparing for the spring data collection. Everyone who has submitted a consent form for the project will be asked to complete the spring surveys. Students will complete the Style of Learning Inventory and the Student Engagement Survey. Teachers, principals and project leads will complete MTIPS.

All surveys will be available in early April. Spring site visits will occur in April, May and early June. Project leads are reminded to submit the site visit schedule to the University of Calgary researcher two weeks in advance, or sooner if possible.

Cyber Bullying Resources

The Media Awareness Network has developed a series of lessons, in English and French, to give students a better understanding of the ethical and legal implications of cyber bullying and to promote positive Internet use. This free resource, *Cyber Bullying: Encouraging ethical online behaviour*, is available at <http://www.media-awareness.ca/english/resources/educational/lessons/cyberbullying.cfm>.

Alberta Education has a licensing agreement with Media Awareness Network to provide all K-12 school jurisdictions with the *Web Awareness* professional learning resource for teachers on Internet safety and cyber bullying. For more information on this resource, and other resources, visit <http://education.alberta.ca/admin/technology/standards/internetsafety.aspx>.

Social Networking and Privacy

With the surging popularity of social networking websites, more students and young people are creating online profiles to share information about themselves. While this has created opportunities for personal expression, collaboration and the development of communities, social networking sites have also created many privacy concerns.



The Privacy Commissioner of Canada has produced a short video explaining the problems associated with putting personal information on social network sites. The video is available online at <http://blog.privcom.gc.ca/index.php/privacy-on-social-networks/>. An information sheet on Social Networking and Privacy is also available on the site at http://www.privcom.gc.ca/fs-fi/02_05_d_35_sn_e.asp.

Field Review of: *Making a Difference: Meeting diverse learning needs with differentiated instruction*

Alberta Education has developed a new resource for classroom teachers on using a differentiated instruction approach to better meet the diverse learning needs of students. This resource will be reviewed by the field from April 14, 2009 to June 30, 2009. All Emerge teachers are invited to participate in the review. The results of this field review will be used to make revisions to the final draft. The resource is scheduled for publication in fall of 2009.

The first section of the resource offers information and practical strategies for planning, developing learner profiles, assessing student needs, creating differentiated learning experiences, using technology and developing school-wide support. The second section of the resource includes ideas for working with specific student groups, including students learning English as a second language, students with disabilities and students who are gifted. The third part of the resource offers practical, curriculum-specific ideas and strategies for differentiating instruction within different subject areas including English Language Arts, Mathematics, Social Studies, Science and Second Languages.

The draft resource is approximately 280 pages. Participants may choose to review the whole resource or the selected chapters that are most relevant to them (such as Chapter 6: Leveraging Technology).

If you are interested in participating in the review of this resource, please use the draft copy and response guide enclosed. There is also a fax-back form enclosed to order additional draft copies and response guides. For more information on the field review of this resource, contact Catherine Walker at Catherine.Walker@gov.ab.ca or by phone 780-422-0988.