



THE LAURENTIAN CEMIS

Annual Report: 1998-99

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1.0 Laurentian CEMIS: Regional Profile

When in July 1998, the Sir Wilfrid Laurier School Board came into being, the Laurentian CEMIS expanded its service to cover seven antecedent school boards. These former boards covered a significantly increased geographical area for the CEMIS. The Laurentian CEMIS now provides support services to over 700 teachers and administrators across the Laval, Lanaudiere, and Laurentian regions. There are 23 elementary schools with a student population of approximately 7,500 pupils and 10 secondary schools with approximately 4,500 students. The range of information and communication technology varies greatly from school to school.

2.0 Personnel

The Laurentian CEMIS has one coordinator, Peter Bilodeau, who is the sole person providing CEMIS services to the teachers throughout the region. Mr. Bilodeau has been with the Laurentian CEMIS since 1993. This past year, he participated in the Sir Wilfrid Laurier School Board Technical Committee on Information and Communication Technology, APO Committee for the DRLLL, Network Development Committee for the Provincial CEMIS Table, and Canadian Heritage Interactive Journey National Advisory Committee.

The coordinator reports to Mr. Laiq Hanafi, Director of Educational Services, and works collaboratively with each school principal, computer resource person, and teachers to determine programs to be implemented.

3.0 Goals and Objectives of the Laurentian CEMIS

The goal of the Laurentian CEMIS has been one of response to individual school needs and outreach training to teachers for the past six years, hence the vision statement: *Technology to Go!* Given this orientation, there are four pivotal objectives for the Laurentian CEMIS that orient the work of the service:

- 1) To provide professional development to teachers so that they will increase their computer literacy skills.
- 2) To assist teachers in the integration of technology in the delivery of the curriculum.
- 3) To identify and develop support materials (software and guides) for teacher use and reference.
- 4) To provide prompt distance support services through electronic and communication technologies to teachers.

3.0 Professional Development of Teachers

The Laurentian CEMIS has this year, as in years past, provided numerous workshops, in-school instruction, class modeling, one-on-one and small group training to a wide variety of teachers within the region (school board) on topics ranging from simple Windows maintenance to web design and FTP protocol.

A detailed outline of the specific professional development sessions may be found in section 4.0 of this document entitled Activity Report

3.2 Curriculum Integration

The process of curriculum integration began with the delivery of the first 486s in 1994 and the incorporation of such software as Storybook Weaver, Mathville, and Microsoft Works loosely into the curriculum of the former Laurentian School Board's elementary sector.

With the advent of the Internet (the last three school years inclusive), the focus of curriculum integration seems to circle around the World Wide Web; specifically, in the form of workshops concerning information gathering, WebQuests, Treasure Hunts. Web design and implementation workshops were also offered to more advanced educators. Every workshop offered by the CEMIS applied relevant examples from the curriculum for classroom implementation.

The Laurentian CEMIS was also involved with the experimental integration of national projects such as the Canadian Heritage Interactive Journey into Grenville Elementary and Lake of Two Mountains High School. The coordinator of the CEMIS also served on the project's national advisory board.

3.3 Research & Development

The Laurentian CEMIS continues to examine software, Internet innovations and new hardware as the need arises, always cognizant of financial limitations associated with the public service. The CEMIS has assisted in the development of web sites and curriculum innovations.

Further, it has provided support to both McGill University and Concordia University in their professional development of teachers in three schools in the School Board

3.4 Support services

The CEMIS takes great pride in quick response to its clients' needs. The CEMIS has provided distance support via e-mail - a service that has proven not only popular but also effective. It should be noted that the Laurentian CEMIS has responded to nearly one thousand (1,000) e-mail messages (Aug. 1, 1998 - June 15, 1999) this school year, the majority of which are requests for immediate clarification or assistance with a project or particular piece of software. It should be further noted that

answers to those questions rarely ran under one (1) page in length. Nevertheless, remote assistance proved to be a very effective, immediate method of response, saving much time, frustration and travel.

4.0 Activity Report

The following is a synopsis of the various services offered in the schools through the school year 1998-99. It should be noted that the number of school visits decrease in direct proportion to the staff's experience. However, as the staff's experience increased so did the amount of e-mail received by the CEMIS. Please refer to *Appendix I: School and Teacher Contacts* for statistical information.

A number of unique factors influenced the direction of assistance, training and curriculum integration this year. Briefly, they were:

- **The re-integration of a workable, board-wide computer network.** Despite efforts on the part of the Information Technologies Department, a large number of schools experienced failure or near failure of their lab network connections, Internet server connectivity and transmission breakdown at various points during this school year. It goes without saying that this affected the tempo of training and curriculum integration.
- **The disparity between newly merged schools in the school board.** Though many of our schools are presently integrating the new technologies into their curricula, an almost equal number of schools have only recently been exposed to computers. This has proven problematic in terms of consistency; however, many of those schools have made great progress during this past school year.
- **The illness of the CEMIS coordinator in late February and early March.** The three-week absence of the coordinator forced the cancellation or completion of a number of school-based projects; namely, those held at Rawdon Elementary, Twin Oaks and John F. Kennedy Elementary (final session only) and Morin Heights (Concordia Project assistance).

4.1 In-School Activities

It should be noted that all elementary schools within the region were contacted and offered the services of the Laurentian CEMIS. The CEMIS also advised the administration of the following schools on possible future strategies regarding the implementation of new technologies in their schools.

The following is an outline of those that requested and received assistance.

Arundel Elementary School, Arundel

- On-going email support
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation

- Project assistance for John Chesney's (CRP) FSL site on QESN.

Crestview Elementary School, Laval

- After school initial Windows management and word-processing (Claris Works) training, 3 sessions.

Grenville Elementary School, Grenville

- On-going e-mail support
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation
- Assistance in the development and execution of GES' participation in the Canadian Heritage Interactive Journey and construction of their excellent web site (<http://grenville.swlauriersb.qc.ca>) along with Linda Cass-Jones and Robin Bennett. For further details please refer to the section entitled Provincial & National Activities.

Holy Rosary Elementary School, Mascouche

- On-going e-mail support
- Administrative Plan-of-Action consultation
- One-on-one and small group training surrounding Internet and curriculum integration issues. One of these workshops culminated in the production of a web site - <http://holyrosary.swlauriersb.qc.ca>.

John F. Kennedy Elementary School, Laval

- In-school initial Windows management, word processing and Internet training, 3 sessions. The final session had to be cancelled due to illness.
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation

Joliette Elementary School, Joliette

- On-going e-mail support
- Some technical support
- Administrative Plan-of-Action consultation
- JES' web site can be viewed at <http://www.megacom.net/~jes/>.

Laurentia Elementary School, St. Jerome

- On going e-mail support
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation
- A WebQuest workshop designed to help teachers integrate existing curriculum was presented.
- The Laurentian CEMIS also assisted teachers in projects undertaken with Concordia University. A web page containing these projects will be mounted before the end of the school year.

Laurentian Elementary School, Lachute

- A one-day in-service workshop was given on the practical uses of scanners and digital cameras as it applies to the second cycle Language Arts program.
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation

McCaig Elementary School, Rosemere

- On going e-mail support
- Some technical support
- The introduction of Smart Tracker Library software at the request of the principal and CRP.

Morin Heights Elementary School, Morin Heights

- On going e-mail support
- Some technical support
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation

Our Lady of Peace Elementary School, Laval

- On going e-mail support
- Some technical support
- Administrative Plan-of-Action consultation

St. Jude Elementary School, Deux Montanges

- On going e-mail support
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation
- In-school initial Windows management and word processing training
- Initial training on multimedia management, i.e., CD-ROM based programs such as Encarta.

Ste. Adèle Elementary School, Ste. Adèle

- On going e-mail support
- Some technical support
- In-school one-on-one and small group consultation
- Administrative Plan-of-Action consultation
- Two in-school workshops: 1) On the educational uses of a mobile multimedia unit, and 2) on Microsoft Encarta & Virtual Globe

Terry Fox Elementary School, Laval

- On going e-mail support
- Some technical support
- Administrative Plan-of-Action consultation
- In-school one-on-one and small group consultation

- An in-school workshop was held over two days dealing with desktop and Internet publication. The results can be viewed at: <http://terryfox.swlauriersb.qc.ca>.

Lake of Two Mountains High School, Deux Montagnes

- On going e-mail support of staff & students (ACE Program)
- Some technical support
- Administrative Plan-of-Action consultation
- Assistance in the development and execution of the ACE Program's participation in the Canadian Heritage Interactive Journey and construction of their web site (<http://ace.swlauriersb.qc.ca>) along with Lee Rother and Jack Fitch. For further details please refer to the section entitled Provincial & National Activities.
- The creation and implementation of a pilot workshop (10 sessions) designed to instruct ACE students in the fundamentals of Web design and construction. The result was the mounting of the Lake of Two Mountains High School Web Site at: <http://ltm.swlauriersb.qc.ca>.

Laurentian Regional High School, Lachute

- Technical assistance in the writing, editing and mounting of the LRHS web site (<http://lrhs.swlauriersb.qc.ca>)
- Assistance concerning the library management program
- On going e-mail support
- Occasional technical consultation and support

Rosemere High School, Rosemere

- On going e-mail support
- One-on-one software consultation

Arundel Natural Science Center, Arundel

- On going e-mail support
- Consultation, development, mounting and support of ANSC's web presence, which can be viewed at: <http://scicamp.swlauriersb.qc.ca>.

4.2 Regional Activities

Title or Purpose	Description	Location (if applicable)
WebQuest -A Method of Integration (12 participants)	This workshop dealt with the curriculum integration methods of Drs. Tom March & Bernie Dodge (USD). A Power Point presentation of the workshop is available on request. Email: bilodeap@citenet.net	Laurentia Elementary
Your Class, Multimedia, the Internet & the World	This workshop dealt with the possible applications of multimedia (scanners, digital cameras and the like) in the	Laurentia Elementary Terry Fox

(12 participants)	classroom and school lab. An example of the results can be viewed at: http://terryfox.swlauriersb.qc.ca .	
Windows 95 Basic Troubleshooting Workshop (52 participants)	At the request of SWLSB's IT department, the Laurentian CEMIS was asked to design and execute a workshop which would provide CRPs with basic troubleshooting skills. Manuals may still be ordered via e-mail.	Adult Education Center, Laval
The DRLLL APO Table		Various locations
The Sir Wilfrid Laurier School Board Information & Technology Committee		McCaig Elementary
Introduction to Power Point (17 participants)	At the request of the Coordinator of Curriculum Development, the Laurentian CEMIS conducted a half-day workshop on Microsoft Power Point.	Laval Adult Education Center
Regional Ped Day Multimedia Presentation	The Laurentian CEMIS was asked to prepare a visual presentation, inaugurating the birth of the new board. The result was a 15-minute presentation (entitled SWLSB: Stronger Together) on October 8, 1998, a board-wide ped day.	CEGEP Momorency, Laval

4.3 Provincial Activities

Title or Purpose	Description	Location (if applicable)
The GRICS CEMIS Meeting (Fall)	A four-day meeting of all CEMIS coordinators held to evaluate strategies undertaken, discuss future undertakings and exchange effective methodologies.	Ste. Hyacinthe
Network Development Committee (Provincial CEMIS Table)	A result of one of the bi-annual GRICS meetings. This committee was formed to design a province-wide CEMIS network.	Communication via e-mail and web presence
Effective Educational	The Laurentian CEMIS received a	Great Whale River

Use of the Internet & An Introduction to Web Design (15 participants)	request from Claude Lamb, coordinator of CEMISes, to design and conduct a four (4) day workshop on educational uses of the Internet and introductory web page design and creation. The participants were members of the Cree School Board. The workshop was given at their location.	(Whapmagoostui), Qc.
The GRICS CEMIS Meeting (Spring)	A four-day meeting of all CEMIS coordinators held to evaluate strategies undertaken, discuss future undertakings and exchange effective methodologies.	Ste. Therese; Montreal
Designing an Effective WebQuest (AQUOPS) (40 participants approx.)	The Laurentian CEMIS presented a workshop on the elements required to design an effective WebQuest based on the research of Drs. Tom March and Bernie Dodge (USD).	Ste. Hyacinthe

4.4 National

Title or Purpose	Description	Location (if applicable)
The Canadian Heritage Interactive Journey Project	The CHIJ was a grassroots effort to stimulate a dialogue of understanding and to promote Canadian heritage, culture and unity. Beginning in April 1999, five cycling teams from across the country traveled across Canada on a nine-week journey, stopping at up to 150 host schools. Their mission was to discover and investigate the heritage, culture, languages and lifestyles of Canada. Canada's SchoolNet and Industry Canada sponsored the CHIJ project. Two (2) schools - Grenville Elementary and Lake of Two Mountains High School (ACE Program), represented the Sir Wilfrid Laurier School Board. The cyber-results of their efforts can be viewed at:	Grenville Elementary; Lake of Two Mountains High School (ACE Program)

	grenville.swlauriersb.qc.ca (GES) and, ace.swlauriersb.qc.ca (ACE) It should be noted that few school boards across Canada had more than one school participating and that we (SWLSB) comprised 66% of all schools participating in Quebec.	
CHIJ Advisory Board Committee	The Laurentian CEMIS was asked to assist Core Curriculum and SchoolNet in the initial planning of the CHIJ project.	

5.0 Plan of Action 1999-2000

The Laurentian CEMIS will continue to implement its objectives related to the professional development of teachers, curriculum integration, research and development, and support services. Significantly for the school year 1999-2000, the CEMIS will focus on curriculum integration as it applies to the new technologies. This will be accomplished primarily through the training of teachers and continued research and development, not only of products, but also more importantly, the integration of effective teaching strategies in the classroom.

Therefore, in addition to the current services, i.e., in-school training, in-service seminars, on-line & phone support, etc., offered by the regional CEMIS, the following enhancements are being proposed to the Director of Educational Services of the Sir Wilfrid Laurier School Board:

5.1 Expanded Focus

For the past six years, the CEMIS has primarily delivered assistance on highly mobile, school-by-school basis, be it electronically or personally. It has proven to be highly effective; however, with increased staff sophistication comes the need for new tactics.

Many of our schools require project management assistance, i.e., a consistent guiding presence over a limited period of time in order to initial or model a complex, integrated project.

In the past year (1998-99), this new support model has been undertaken at two schools with success. At Lake of Two Mountains High School (ACE Program), the CEMIS was involved with the CHIJ project and the initiation and modeling of a web design course; while at GES, the CEMIS assisted the school in mounting their CHIJ project.

Therefore, the CEMIS will offer full project management assistance to those schools who request it in the following or similar package. Note that all projects should have been decided upon prior to engagement and all projects will have a definite commencement and termination:

- (2) 3 day blocks of assistance within a two-week period. The time spent within the school would be devoted to project preparation, information acquisition, modeling (if desired), and project execution.

Of course, the six aforementioned days could be broken up differently; however, I don't believe that they should be spread further than once a week in length.

With the MEQ's push towards curriculum integration of the new technologies comes the need to develop a usable reference structure for teachers to employ in their classrooms and labs. This will require the creation of a resource-based library - class plans etc., matching curriculum to technology. Without such a resource - be it web or paper-based, true integration will never take place.

- The Laurentian CEMIS will assist SWLSB consultants in developing an information bank that integrates new technologies into the curriculum.

Again, with increasing complexity, comes the need for training responsive to rapidly changing situations.

- The once acceptable 1.5 to 2 hour sessions after school could be replaced by a series of specialized mini-courses (10 - 45 hours) held at a central location such as the Laval Adult Education Center in Laval or the Laurentia Elementary School, covering topics such as: Introduction to Web Design; Classroom Internet Management; Advanced Web Design and Web Page Mounting; Microsoft Office 97 & 2000; NT Network Management, etc.

5.2 The Stoned-Etched Internet Project

Though hardware has been augmented in the past few years due mainly to Measure 50590, software in the region has not. The state of software in all schools in the Sir Wilfrid Laurier School Board is quickly becoming unacceptable.

In the northern schools, software packages such as *the Mathville Series* and *All the Right Type* are barely usable due to its incompatibility with Windows NT; *Storybook Weaver* is usable but quirky. And, though also usable, *Microsoft Works* is simply out-of-date. In the southern schools, *Claris Works* shares the fate of *Microsoft Works*. *Math Blaster*, though adequate, can only be loaded on five or six computers at one time due to the amount of packages originally purchased. Many schools have raised funds to purchase new or updated software, resulting in an extremely, disjoint mix of software, board-wide.

Within the next school year all our schools will be connected to the Internet. We could lower our software costs or stretch the amount of years between necessary refurbishing **by developing a workable, curriculum-based Internet resource.**

To do this, we would need the assistance of the pedagogical consultants to evaluate existing educational web sites, matching them to hotspots within the curriculum. In turn, these sites would be transferred to each school's NT server using a program comparable to *Webwacker* and transparently added to the Favorites file in the school's network browser. This would insure permanence and possibility of continued usage, a necessity when employing the Web educationally .

Though labor intensive, when all is said, done and written to a hard drive, the above materials would give our teachers far more usable material than a few pieces of aging software ever could.

5.3 The Secondary School Situation

What of the integration of new technologies in our secondary schools? As we know, perhaps the greatest obstacle to this goal is the very structure of the high school. High school scheduling would seem to detract from any meaningful integration since it virtually makes the computer labs the property of the Computer Science teacher.

If we are to integrate the rest of the staff then perhaps we should be looking towards the library.

Next to computer labs, the largest concentration of computer systems in a high school should be in the library. I think it would go far toward integration, if we offered an Internet Searching Skills seminar to high school teachers. This knowledge could then be employed by participants to assist students in information retrieval.

6.0 Acknowledgements

I must thank the Computer Resource Persons (C R Ps) and their administrators for their tireless efforts on behalf of their staffs. Without their intervention, the integration of new technologies would still be a dim hope, rather than a foreseeable goal.

A special note should be made to thank Linda Cass-Jones, Nancy Bennett and Lee Rother for their incredible efforts in the execution of the **Canadian Heritage Interactive Journey Project**.

Appendix I

School and Teacher Contacts

School	Visits ¹	Teachers Contacted ²	Modeling ³
Arundel	2	1 teacher	No
Arundel Natural Science Center	9	1 teacher	No
Crestview	3	13 teachers	No
Grenville	14	2 teachers	Yes
Holy Rosary	13	11 teachers	No
John F. Kennedy	5	7 teachers	No
Joliette Elementary	2	1 teacher	No
Lake of Two Mountains H.S. (ACE Program)	12	3 teachers	Yes
Laurentia	5	10 teachers; 3 support staff	Yes
Laurentian Elementary	2	12 teachers	No
Laurentian Regional High School	7	1 teacher; 2 support staff	Yes
McCaig	5	1 teacher	No
Morin Heights	2	1 teacher	No
Our Lady of Peace	2	1 teacher	No
Rosemere High School	2	1 teacher	No
St. Jude	7	14 teachers	No
Ste. Adele	5	6 teachers	Yes
Terry Fox	7	7 teachers	Yes
Twin Oaks	5	11 teachers	No
TOTAL	104 days	107 teachers	

¹ **Visits** refer to a separate trip made to the school in question. They may have been half a day or a day in duration or held after school.

² **Teachers Contacted** refers to the total number of teachers contacted during the visits. It should be noted that some schools have opted for training of the CRP or a select group of teachers only, who in turn will model their new knowledge to the rest of the staff. These numbers do not reflect teachers who have contacted the CEMIS via e-mail, fax or telephone.

³ **Modeling** refers to classroom instruction performed by the Coordinator of the Laurentian CEMIS on the behest of the school or teacher involved in the training.