Using Technology to Build a Culture of Collaborative Inquiry

Workshop Facilitator

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York Catholic District School Board

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FOLLOW ME:

@paonesl
(professional digital footprint)

@FMMtweets
(second full time job)

How Teachers Are Using
Twitter In The Classroom
Want more tips? Follow @DailyGenius on - where else? - Twitter!

Monitor relevant hashtags (and discover new ones!)
Create a classroom account all students can use
Create Twitter lists of accounts on particular topics
Build a list of hashtags and accounts for project-based learning
Coordinate assignments
Ask other users for homework help
Use Twitter to stay on top of news events (local and global)
Create your own hashtag and have organized chats at particular times
Follow non-news happening in other countries (conferences, etc.)
Share pictures of projects and field trips
Ask questions of experts or others who might have the answers
Use Twitter to share your classroom blog updates
Communicate with other classrooms anywhere (hashtags are great for this)

Get parents @ mentioning, DMing, or following the classroom account
Review education products with write-ups by students
Snow day? Hold a discussion purely via Twitter for 30 minutes!
Flipped classroom? Use Twitter to keep everyone on track and connected
Students can have a 'design a background' competition for the class account
Run experiments to see which tweets get the most retweets and favorites
Create a fictional personality for a 'fake' account using a literary figure
Use Twitter as a research tool for students and parents alike
Teachers should connect with other educators around the globe
Follow the 'big' hashtags like #edchat and #ntchat (new teacher chat)
Discover and create videos for usage in the classroom
Integrate Twitter into lessons, don't let it become the lesson

DAILYGENIUS
CONTENT TO MAKE YOU SMARTER

Share your Thoughts

#TELLchange

Hear something that resonates with you? Have a question? Tweet out your thoughts on:

Using technology to build a culture of collaborative inquiry

Share what's happening in your school or an idea that you think might be effective.

Getting to Know Each Other….

INSTRUCTIONS:
- Stand up.
- Walk around the room (mingle)
- I will call out a number
- You will get into a group with that number of people
- In your group you will:
    - Introduce yourselves (name, school, position, etc.)
   - Discuss the key concept taken from Michael Fullan's article "The Change Leader."

The Change Leader

Michael Fullan

Effective school leaders are key to large-scale, sustainable education reform. For some time, educators have believed that **principals must be instructional leaders** if they are to be the effective leaders needed for sustained innovation. Newmann, King, and Youngs (2000), for example, found that **school capacity is the crucial** variable affecting instructional quality and corresponding student achievement. **And at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.**

The Principal's New Role

- **The goal is not to innovate the most. Innovating selectively with coherence is better.**

- **Having the best ideas is not enough. Leaders help others assess and find collective meaning and commitment to new ways.**

- **Appreciate the implementation dip. Leaders can't avoid the inevitable early difficulties of trying something new. They should know, for example, that no matter how much they plan for the change, the first six months or so of implementation will be bumpy.**
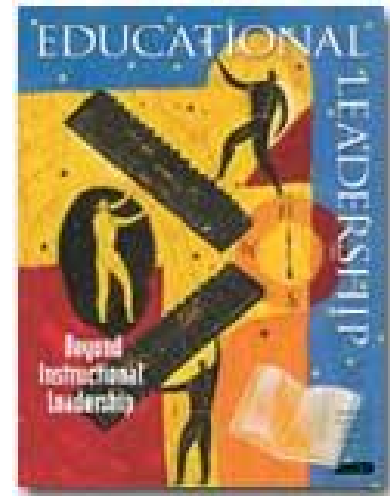
EDUCATION

IS THE MOST

POWERFUL WEAPON

WHICH YOU CAN USE TO

CHANGE THE WORLD.

-NELSON MANDELA

- **Redefine resistance. Successful leaders don't mind when naysayers rock the boat. In fact, doubters sometimes have important points. Leaders look for ways to address those concerns.**

- **Reculturing is the name of the game. Much change is structural and superficial. Transforming culture—changing what people in the organization value and how they work together to accomplish it—leads to deep, lasting change.**

- **Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard, day-to-day work of reculturing.**
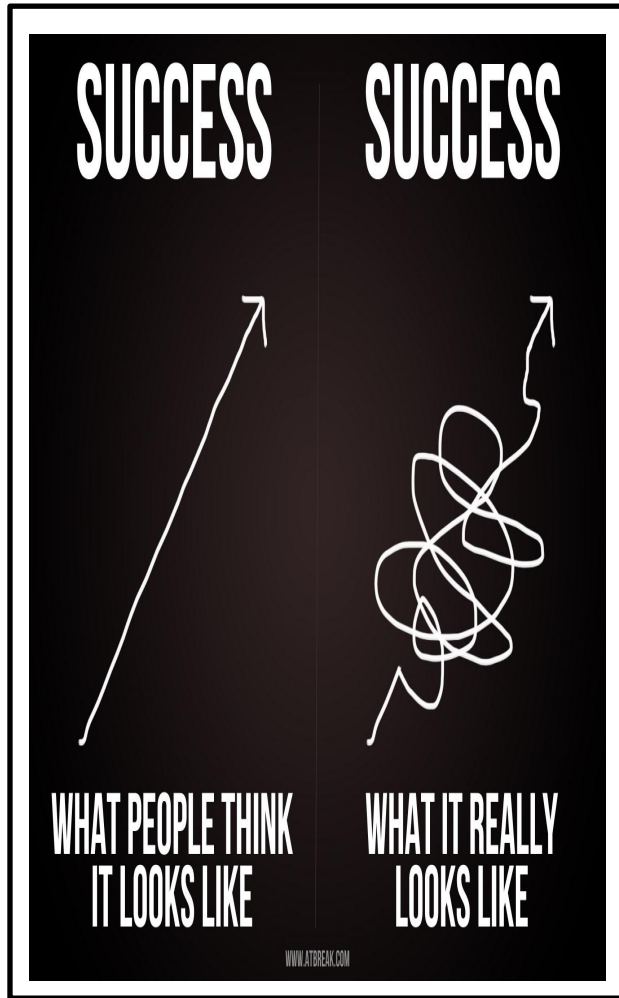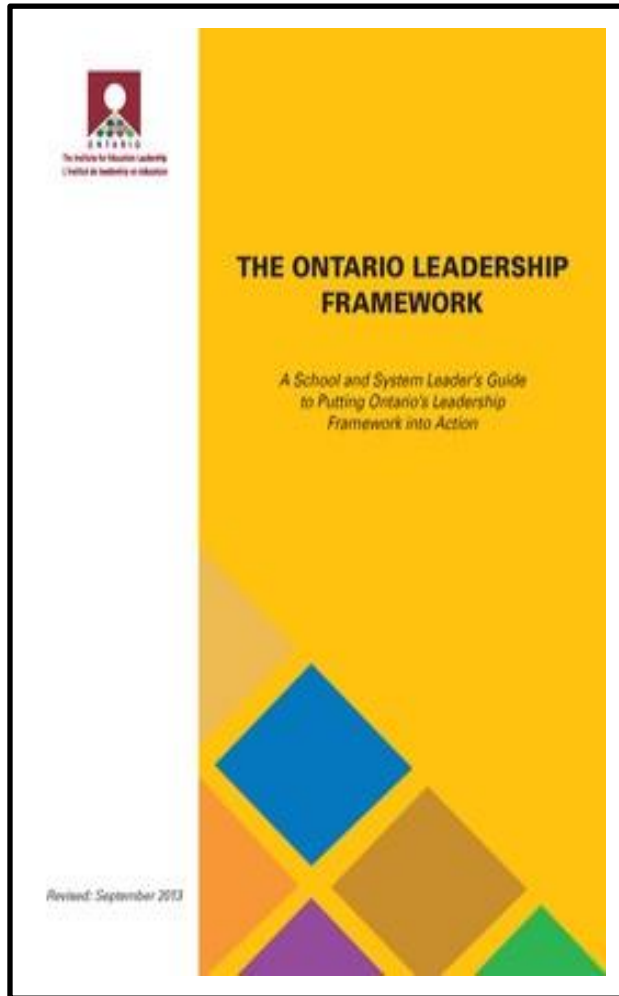
Learning Goals

- Describe what a collaborative learning community looks like, sounds like and feels like

- We will explore ways in which we can encourage collaborative inquiry in our school communities

- We will determine how we can use technology to build and support a culture of collaboration and sharing

Connections to the Ontario Leadership Framework

- The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations
- The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students.
- The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.
- The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.

THE ONTARIO LEADERSHIP FRAMEWORK

A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action

Revised: September 2013

ISTE STANDARDS

Education technology standards to empower connected learning in a connected world.

Our vision

The vision of ISTE is a world where all learners thrive, achieve and contribute.

Our mission

As the creator and steward of the definitive education technology standards, our mission is to empower learners to flourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching.
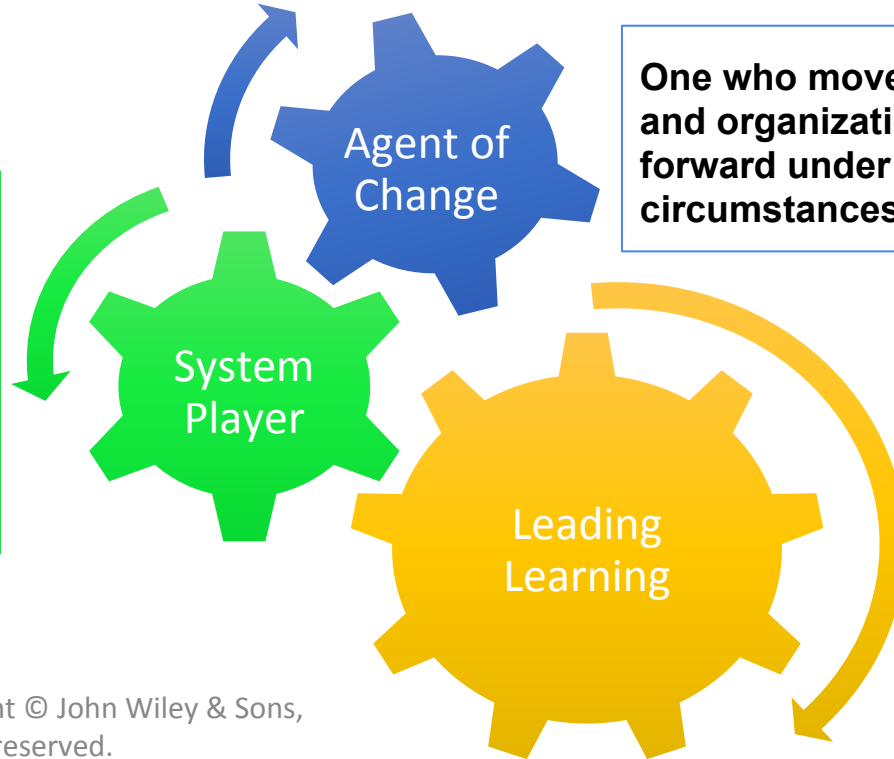
ISTE
Connected learning. Connected world.™

- Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

The Principal's New Role

Agent of Change

One who moves people and organizations forward under difficult circumstances.

System Player

One who contributes to and benefits from the increased performance of the others schools in the district and of the system as a whole.

Leading Learning

One who models learning and shapes the conditions for all to learn.

ISTE STANDARDS

Education technology standards to empower connected learning in a connected world.

ISTE STANDARDS

Education technology standards to empower connected learning in a connected world.

INTELLIGENT
HONEST
CREATIVE
CONFIDENT
DRIVEN
COURAGEOUS
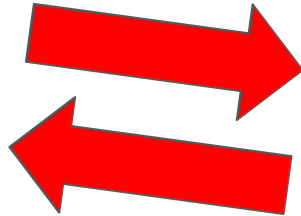
Leaders become great, not because of their power, but because of their ability to empower others.

~John Maxwell

TIPS TO BE A GOOD LEADER
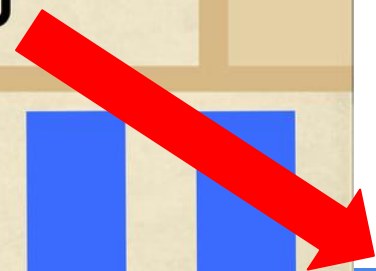
simpl;learn

- ✓ Be humble
- ✓ Lead by example
- ✓ Communicate effectively

- ✓ Know your limits
- ✓ Keep meetings productive
- ✓ Be emotionally aware

- ✓ Learn from the past
- ✓ Never stop improving

8 Characteristics of the Innovative Leader

- **Visionary –** Innovative leaders help people continuously grow with small steps that build both <u>confidence and competence</u>, so they are more willing to become more innovative themselves.
- **Empathetic –** Along the lines of design thinking, new ideas start with understanding the people they are created for - trying to put yourself in the place of those that you serve is where innovation begins.
- **Models Learning –** If we want to do better things for students, we have to become the "guinea pigs" ourselves and immerse ourselves into <u>new learning</u> opportunities. We rarely create something different until we experience something different.
- **Open Risk Taker –** If leaders want people to try new things, they have to openly show, that they are willing to do the same.

George Couros
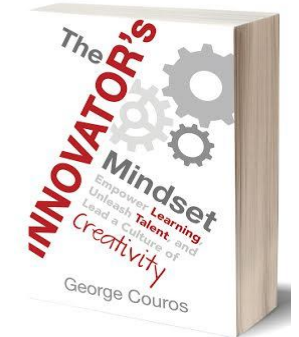
8 Characteristics of the Innovative Leader

- **Networked –** We need to connect with others outside and choose what works for our organization and remix it to be applicable.
- **Observant –** Great ideas often spark other great ideas. The power of the Internet is that we have access to so much information, not only from schools, but from outside organizations.
- **Team Builder –** The idea is not to go with the idea of one person over another, but to actually create a better idea that is often in the middle of the two ideas shared.
- **Always Focused on Relationships –** Spending time with people and building solid relationships with them often leads to them going miles beyond what is expected. When people know they are valued and safe in trying new things, they are more likely to do something better.

George Couros
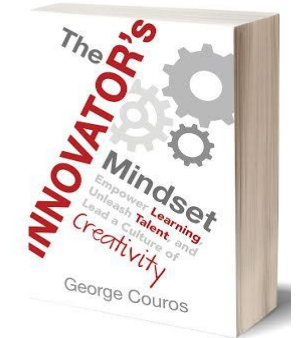
MISSION: IMPOSSIBLE

- Your mission, if you choose to accept it, is to build the tallest free standing newspaper tower.
- You will only use the newspaper (obviously) and tape provided.
- You will work in your group collaboratively.
- You will NOT be allowed to speak while you build the tower.
- You are not allowed to use any electronic devices
- You will have 10 minutes to complete this task (in silence).

Collaboration Fluencies

establish

envision

engineer

execute

examine

READY

SET

GO!

We do not learn from experience... we learn from reflecting on experience.

– John Dewey

MISSION: IMPOSSIBLE

Self-Reflection:

- How would you describe the experience?
- What challenges did you face personally?
- What obstacles, as a team did you have to overcome?
- How were you able to overcome some of those challenges?
- In what way could you use technology to help you to build a better structure?

A Picture is worth a 1000 words

MISSION: IMPOSSIBLE

How About a Step-by-Step Video Tutorial….
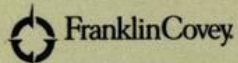
Learning Goal #1:

Describe what a collaborative learning community looks like, sounds like and feels like

THE 7 HABITS of Highly Effective People®

HABIT 1 | Be Proactive

HABIT 2 | Begin With the End in Mind

HABIT 3 | Put First Things First

HABIT 4 | Think Win-Win

HABIT 5 | Seek First to Understand, Then to Be Understood
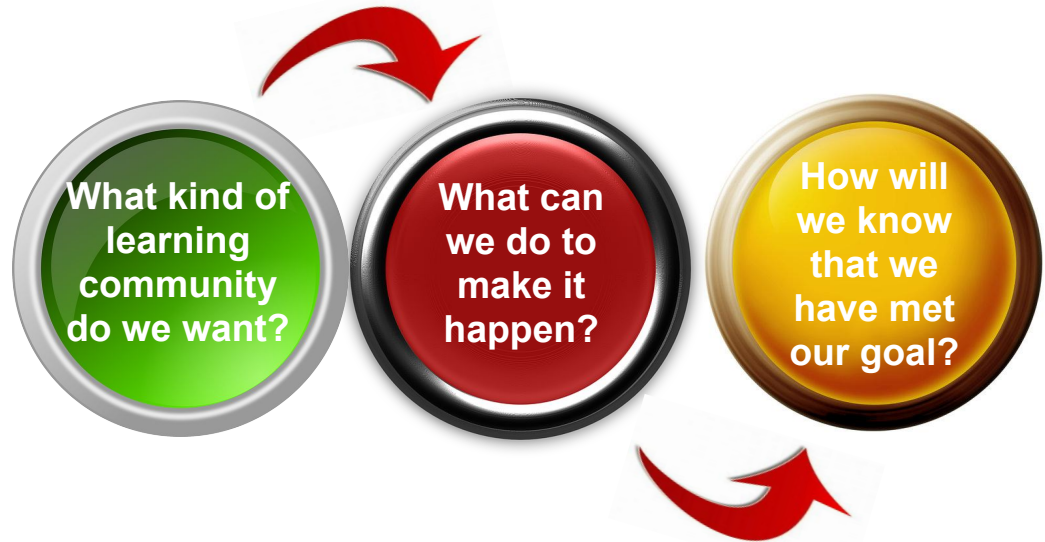
HABIT 6 | Synergize

HABIT 7 | Sharpen the Saw

FranklinCovey.

www.FranklinCovey.com

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Habit #2
BEGIN WITH THE END IN MIND

What kind of learning community do we want?

What can we do to make it happen?

How will we know that we have met our goal?

The Seven [Norms]
of Collabora[tion]

1. Pausing
2. Paraphrasing
3. Posing questions
4. Putting ideas on the t[able]
5. Providing data
6. Paying attention to [self and others]
7. Presuming positive [intentions]

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LOVE JESUS
ENCOURAGE YOUR SIBLINGS ... SHARE IN THEIR JOY
ALWAYS TELL THE TRUTH
OBEY YOUR PARENTS
USE KIND WORDS
HAVE FUN
SING SILLY. DANCE CRAZY
ASK FIRST. BE A GIVER
SHARE EVERYTHING ... EXCEPT BAD IDEAS
SAY WHAT YOU'RE SORRY FOR
FORGIVENESS IS MANDATORY
HANDS ARE FOR HUGGING NOT HITTING
NO FUSSING. NO WHINING. NO BAD ATTITUDES.
NEVER STAY ANGRY
BE CONSIDERATE RESPECTFUL GRATEFUL

Collaborative Learning Communities

Chart paper
Divide into 3 columns:
- Look like?
- Sound like?
- Feel like?

- What does a collaborative learning community:

  - look like? (write description on line stickie & post)

  - Sound like? (write description on line stickie & post)

  - Feel like? (write description on line stickie & post)

Seven Norms of Collaboration

1. Promoting a Spirit of Inquiry
Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing
Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing
Using gentle open-ended probes or inquiries – "Please say more about…" or "I'm interested in…" or "I'd like to hear more about…" or "Then you are saying…" increases the clarity and precision of the group's thinking.

5. Putting ideas on the Table
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

6. Paying Attention to Self and Others
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

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Professional Learning Community

Collaboration Cycle

Inquiry
What learning needs do our students have?

Design
Collaborate with colleagues on designing an activity. How will it be assessed.

Evaluate
Are we making an impact? What changes do we need to make?

Teach
Teach the activity!

Reflect
How did OUR students do?

Share
Share your assessments with your colleagues.

Assess
How did YOUR students do?

@CraigMaH

Collaborative Learning Communities

Share Your Thoughts

Look like?	Sound like?	Feel like?
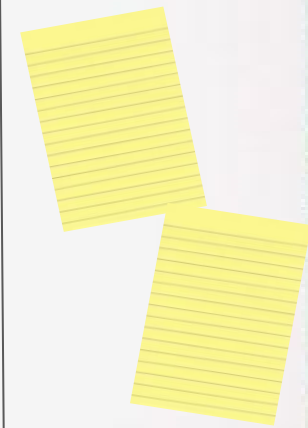
What kind of student do we want to graduate?
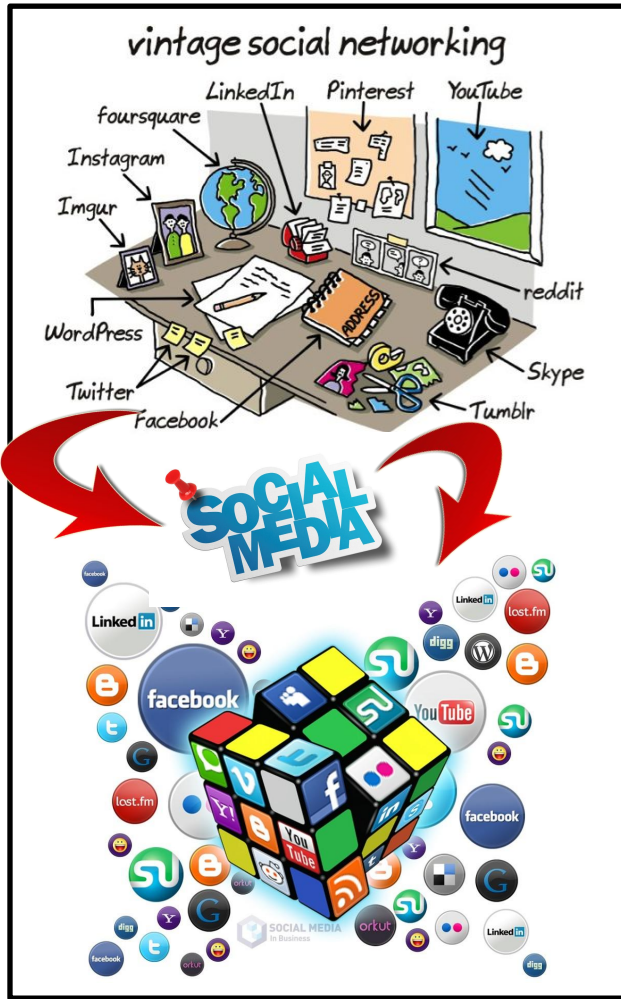
What kind of student do we want to graduate?
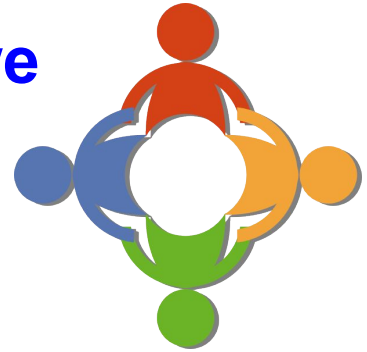
Time: 30 seconds
Task: Write down the attributes of a graduating student from your school.

ONE word / stickie

What are the attributes of the type of student we want to graduate from your learning community?

Share your post-its with your team:

- **Take a minute to sort your attributes into groups**
- **Which attributes are similar? Belong together?**

Summarize it!

Learner Profile - list
of attributes:

Now that you have sorted
and categorized your
stickies, write out a list of
the attributes that a
student from your school
should possess when
they graduate.

What are the attributes of the type of student we want to graduate from your learning community?

6 C's of Education for the Future

Think Critically
Problem Solving
High Order Thinking Skills
Interdisciplinary Approach
Real World Problems
Project Based Learning

Communicate Clearly
Effective Communication
Self and Peer Review
Information Fluency
Media Fluency
Digital Fluency

Utilize Connectivity
Interdisciplinary Approach
Encourage Collaboration
Enable Technology
Information Fluency
Encourage Reflection

Develop Creativity
Imagine
Incorporate Design
Integrate Function
Interdisciplinary Approach
STEAM

Work Collaboratively
Team Building
Effective Communication
Self and Peer Assessment
Collaborative Mediums
Suitable Technologies

Embrace Culture
Context of Information
Exchange Respect
Collaboration
Build Community
Real World Problems

A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:

Toronto Catholic District School Board

A DISCERNING BELIEVER
formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living

AN EFFECTIVE COMMUNICATOR
who speaks, writes, and listens honestly and sensitively, responding critically in the light of gospel values.

A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER
who develops and demonstrates their God-given potential.

A REFLECTIVE, CREATIVE AND HOLISTIC THINKER
who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A COLLABORATIVE CONTRIBUTOR
who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

A RESPONSIBLE CITIZEN
who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

A CARING FAMILY MEMBER
who attends to family, school, parish, and the wider community.

IB LEARNER PROFILE

THINKER
caring INQUIRER
OPEN-MINDED
PRINCIPLED BALANCED
KNOWLEDGEABLE
REFLECTIVE
COURAGEOUS COMMUNICATOR

Multi-Year Strategic Plan

YCDSB Mission Statement
Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.
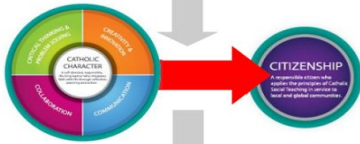
YCDSB School Vision
Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

Personal Mission Statement
Guided by Jesus, I will work with all YCDSB stakeholders to create collaborative cultures of professional learning that will support program pathways and student success.

Personal Vision Statement
To help all YCDSB learners to become:
critical thinkers, problem solvers, creative, innovative, collaborative, communicators, and responsible global digital citizens.

School Mission Statement

- Review your school's mission statement.
- Is it reflective of the work you have completed, around what a **collaborative learning community** *looks like, sounds like, feels like*
- Is this the sort of community that is organized around ensuring students acquire the skills and attributes you have outlined in your learner profile?

Learning Goal #2:

We will explore ways in which we can encourage collaborative inquiry in our school communities

INQUIRY PROCESS:
Solution Fluencies

define

discover

dream

design

deliver

debrief

Inquiry is….

- You will work in groups of 2 then 4 pairs will come together
- Draw two diagonal lines running from corner to corner.
- When you write in your definition, be sure to leave space in the middle.
- When each of you is done writing your definition, you will, as a collaborative team, come up with ONE definition that reflects the viewpoints of everyone in the group.

What can you, the digital principal, do at your school to Promote Inquiry based learning?

padlet

A Blank Wall to Post....

Links   Images   Text   Files

BYOD
BRING YOUR OWN DEVICE

BRAINSTORM

padlet
LINK:

https://padlet.com/lou_paonessa1/o1pxuc8c8cc2
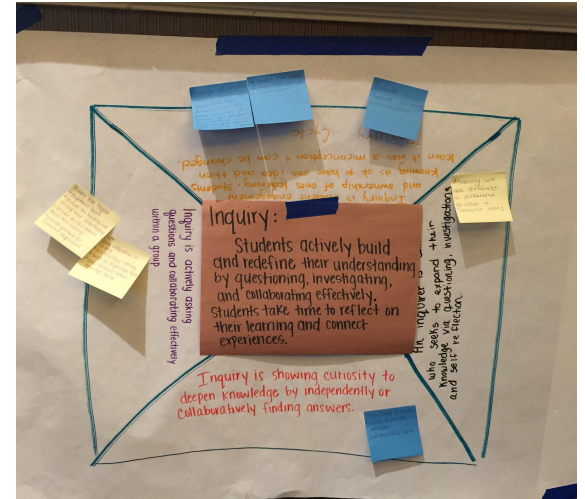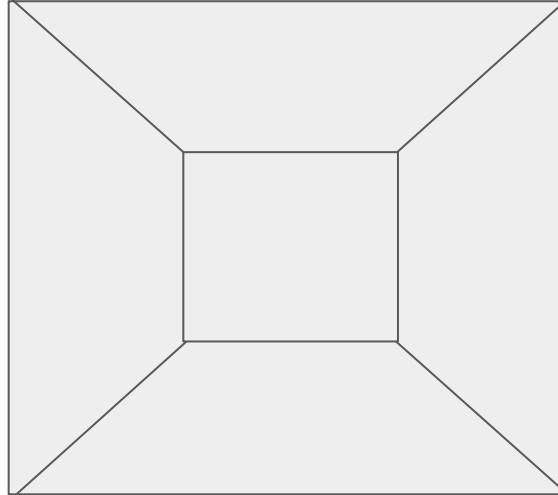
The Digital Principal
JANETTE HUGHES | ANNE BURKE

How the Digital principal can Promote Inquiry based learning

DIGITAL PRINCIPAL

- **Ensure that teachers receive professional development** about inquiry-based learning, including how to assess/evaluate student process and products.
- **Share resources** with your teachers through virtual spaces, such as your online professional learning community, or via email.
- **Ask teachers what resources they need** for their specific projects and then ensure they have the required materials for inquiry-based learning.
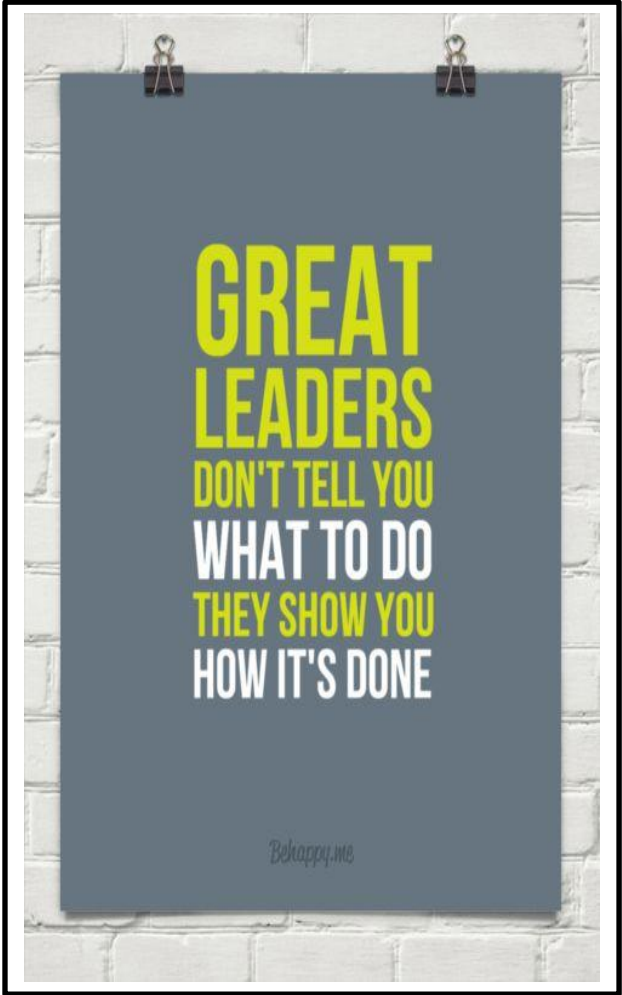
If your
actions
inspire
others to
dream more,
learn more,
do more &
become more,
**YOU ARE A
LEADER.**

~ John Quincy Adams

How the Digital principal can Promote Inquiry based learning

DiGiTAL PRiNCiPAL

- **Communicate with parents** about inquiry-based learning in order to preempt any concerns or questions they might have about the emphasis on collaborative work.
- **Consider ways to enable teachers to team-teach material** as much as inquiry-based learning is interdisciplinary
- **Encourage teachers to organize school-based events** or to enter their students in district-wide inquiry-based events.

How the Digital principal can Promote Inquiry based learning

- **Disseminate the results of inquiry-based events** by posting photographs on the school's website, announcing results on a Twitter feed, publishing news in the school's online or print newsletter, and inviting parents and community members into the school to view students' work.
- **Ensure the required technologies are available to teachers.**

Learning Goal #3:

We will determine how we can use technology to build and support a culture of collaboration and sharing

THE FUNCTION OF **LEADERSHIP** IS TO PRODUCE MORE LEADERS, NOT MORE **FOLLOWERS.**

~ Ralph Nader ~
purehappylife.com

ISTE

Connected learning.**Connected world.**™

ESSENTIAL CONDITIONS

The ISTE Essential Conditions are the **14 critical elements necessary to effectively leverage technology for learning.** They offer educators and school leaders a research-backed framework to guide implementation of the ISTE Standards, tech planning and systemwide change.

Shared Vision

Proactive leadership develops a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents and the community.

Empowered Leaders

Stakeholders at every level are empowered to be leaders in effecting change.

Connected learning. **Connected world.**™

You have no right to manage others if you are not **passionate** about what you do.

Bill Quiseng

BILLQUISENG.com

Implementation Planning

All stakeholders follow a systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.

Consistent and Adequate Funding

Ongoing funding supports technology infrastructure, personnel, digital resources and staff development.

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Education breeds confidence. Confidence breeds hope. Hope breeds peace.
-Confucius

Equitable Access

All students, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources.

Skilled Personnel

Educators, support staff and other leaders are skilled in the selection and effective use of appropriate ICT resources.

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LEADERS MUST BE CLOSE ENOUGH TO RELATE TO OTHERS, BUT FAR ENOUGH AHEAD TO MOTIVATE THEM.

- JOHN MAXWELL

Ongoing Professional Learning

Educators have ongoing access to technology-related professional learning plans and opportunities as well as dedicated time to practice and share ideas.

Technical Support

Educators and students have access to reliable assistance for maintaining, renewing and using ICT and digital learning resources.

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The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

Martin Luther King, Jr.

VERYBESTQUOTES.COM

Curriculum Framework

Content standards and related digital curriculum resources align with and support digital age learning and work.

Student-Centered Learning

Planning, teaching and assessment all center on the needs and abilities of the students.

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Connected learning.**Connected world.**™

GREAT LEADERS DON'T SET OUT TO BE A LEADER... THEY SET OUT TO MAKE A DIFFERENCE. ITS NEVER ABOUT THE ROLE-ALWAYS ABOUT THE GOAL.

LisaHaisha.com

Assessment and Evaluation
Teaching, learning, leadership and the use of ICT and digital resources are continually assessed and evaluated.

Engaged Communities
Leaders and educators develop and maintain partnerships and collaboration within the community to support and fund the use of ICT and digital learning resources.

ISTE
Connected learning.**Connected world.**

LEADERSHIP CANNOT BE GIVEN IT MUST BE EARNED IT CANNOT BE TAKEN AWAY YOU LOSE IT BY LACK OF PERFORMANCE

Support Policies

Policies, financial plans, accountability measures and incentive structures support the use of ICT and other digital resources for both learning and district/school operations.

Supportive External Context

Policies and initiatives at the national, regional and local levels support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards.

ISTE

Connected learning. Connected world.™

SAMR Model

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change

Transformation

Enhancement

H O W ?
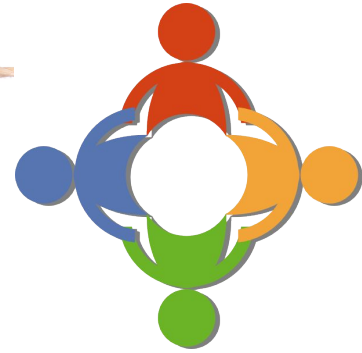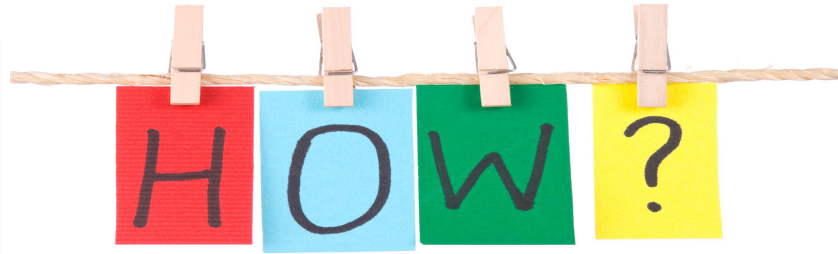
How can we use technology to support a culture of collaboration and sharing?

- Articulate a clear shared vision
- Remove access as an issue
  a. Make sure infrastructure is in place i.e. wifi, learning platform, etc.
  b. Make sure staff has access to technology
  c. Be open to students bringing and using their own technology

Apps in Education Poster

www.appsineducation.blogspot.com

Apps classified by SAMR Model

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

iMovie | Book Creator | ShowMe | Screen Chomp | Toontastic | Edu-creations | Voicethread | Sock Puppets | Puppet Pals | Nearpod

Modification
Tech allows for significant task redesign

Flipboard | Skitch | Comic Strip | Chrome | Photosync | Dual Browser | Keynote | QR Code Reader | Dragon Dictation | Pdf Expert

Augmentation
Tech acts as a direct substitute, with some functional improvement

Pages | Google Search | Haiku Deck | Wikinodes | Grammer Jammers | The Elements | Virtual Histories | Qwiki | Articles | Draw on Screen

Substitution
Tech acts as a direct substitute, with no functional improvement

Pages | iBooks | Symbaloo | Popplet | Simplemind | Collage Creator | Bamboo Paper | Jumbo Calculator | The Holy Bible | Dictionary

HOW?

How can we use technology to support a culture of collaboration and sharing?

- Create a 21C Learning Team (Staff)
- BYOD Department / Divisional Meetings
- BYOD Staff Meetings
- P.D. Days - practical workshops: teachers teaching teachers
- Create a 21C Tech Team (students)

Removing Access to Technology as an Issue:

21st Century Learning Team

21st Century Tech Team

Learning Technician

Removing Access to Technology as an Issue:
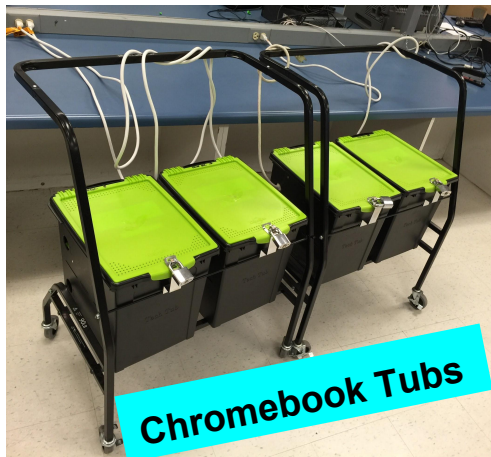
Chromebook Tubs
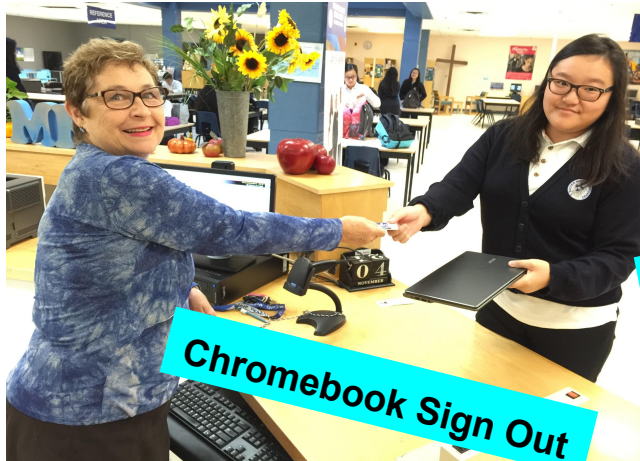
Chromebook Sign Out

Upgraded WiFi
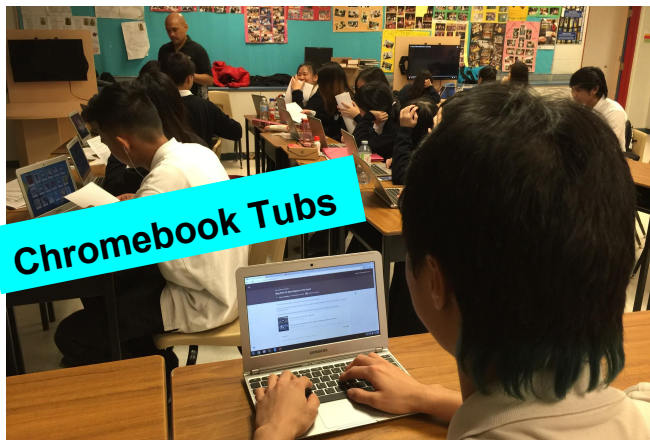
Chromebook Tubs

Chromebook Cart
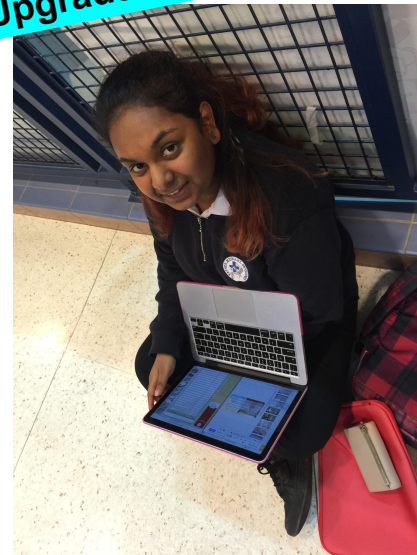
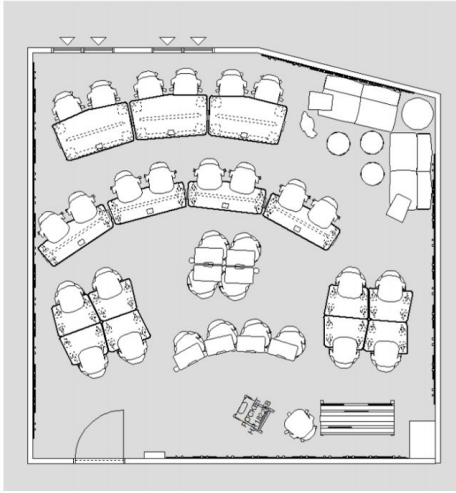# Re-Imagining the Library:
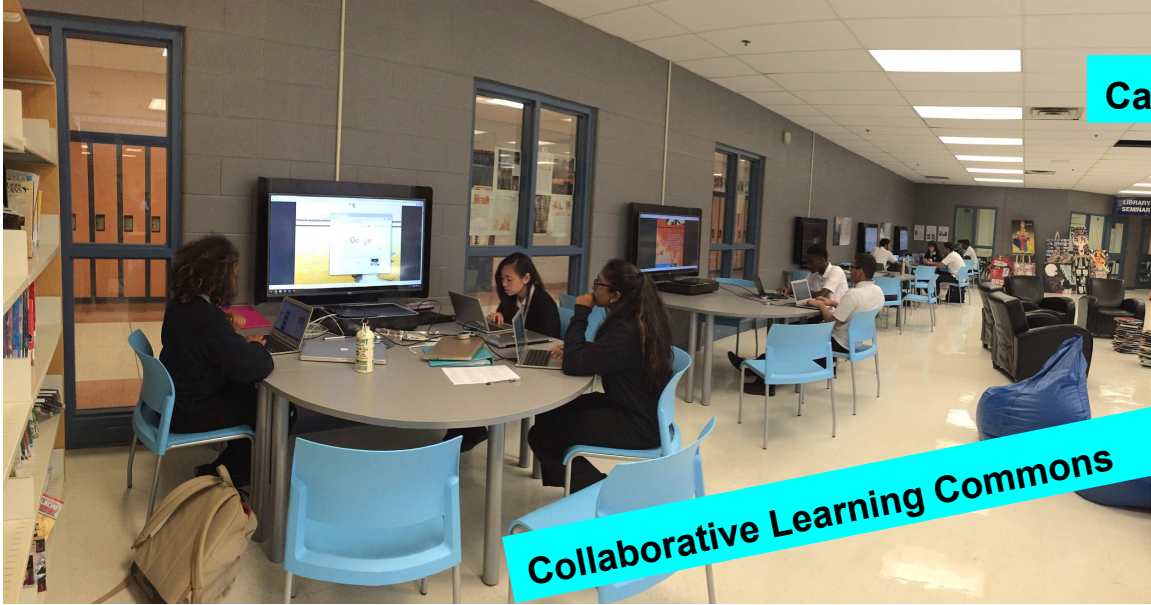
Carols for Study

Computer Lab

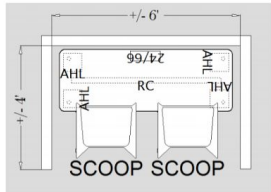Collaborative Learning Commons

Open Tables

Lounge Space

Charge Stations

Active Learning Lab: Collaborative Inquiry Classroom

Moving the learning out of the classroom into the hallways….

SCOOP SCOOP

REGARD
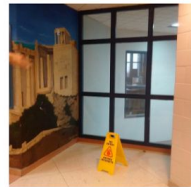
Formalizing Spaces Students Already use...

Technology Toolbox

1. Twitter
2. Blogging
3. Online Learning Platform: D2L, Edmodo, etc.
4. School App
5. Discussion Forums
6. Google Plus Communities
7. GAFE: G-Drive, Slides, Docs, Forms, etc.
8. Active Learning Lab
9. Collaborative Learning Commons
10. McGivney Magic App

Father Michael McGivney Catholic Academy
Digital Citizenship Agreement

Respect Yourself
- I will show respect for myself through my actions.
- I will select online names that are acceptable.
- I will consider the information and images I post online.
- I will not post personal information about my life, experiences, experimentation or relationships.
- I will not be obscene.

Protect Yourself
- I will ensure that the information I post online will not put me at risk.
- I will not publish my personal details, contact details or a schedule of my activities.
- I will report any attacks or inappropriate behavior directed at me.
- I will protect passwords, accounts and resources.

Respect Others
- I will show respect to others.
- I will not use electronic mediums to flame, bully, harass, or stalk other people.
- I will show respect for other people in my choice of websites.
- I will not visit sites that are degrading, pornographic, racist, or inappropriate.
- I will not abuse my rights of access and I will not enter other people's private spaces or areas.

Protect Others
- I will protect others by reporting abuse, not forwarding inappropriate materials or communications.
- I will not visit sites that are degrading, pornographic, racist, or inappropriate.

Protect Intellectual Property
- I will request to use the software and media others produce.
- I will use free and open source alternatives rather than pirating software.
- I will purchase, license, and register all software.
- I will purchase my music and other media, and refrain from distributing these in a manner that violates their licenses.
- I will act with integrity.

Technology Toolbox
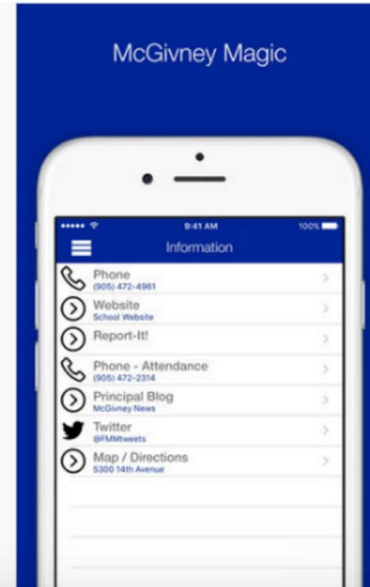
NEXT STEPS:

Further build and define the **Global Digital Discipleship**

Convergence:
McGivney Magic App (appazur.com)

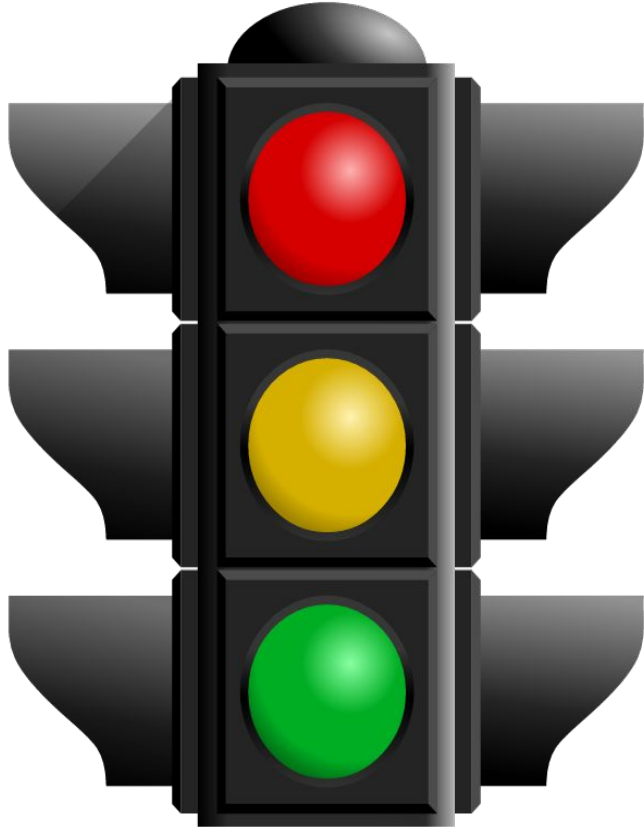**Active Learning Classroom -** Inquiry Learning Lab

Final Reflections:

Stop and think about
What is something you learned about today that you would like to further explore?

Proceed with caution
What is one big question you have moving forward?

Ready to go…..
Any other thoughts that you would like to share?