



Calgary Board of Education  
Curriculum and Learning Technologies

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# **DIGITAL CITIZENSHIP: ENABLING PERSONALIZATION THROUGH HANDHELD MOBILE LEARNING**

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## Project Charter

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<b>1256</b>

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## PROJECT CHARTER

### Purpose Project Charter

### Identification

Project Identification	
<b>Project Name:</b>	Digital Citizenship: Enabling Personalization Through Handheld Mobile Learning
<b>Current Name Phase:</b>	Charter
<b>Project Sponsor:</b>	Brant Parker
<b>Division Functional Director:</b>	Brant Parker
<b>Project Manager:</b>	Karen Pegler/Duncan White

### Executive Summary

#### **Overview**

As part of the CBE's Learning Resources Strategy and in reference to the Three Year Education Plan, this pilot project will inform and guide digital citizenship in the Calgary Board of Education. Developing and supporting a strong understanding of digital citizenship can lay the foundation for the positive, productive and purposeful use of digital technologies. It is vital that our students understand and appreciate digital citizenship as an important component of character development. Knowing and appreciating their rights as digitally literate citizens of the 21st century will be a significant aspect of their education.

This year will see the implementation of a student public network in Calgary Board of Education schools. This will allow students to bring their personal devices into schools. A pedagogically sound use of this network will require that teachers understand the potential that this brings to their classrooms. This project will support this.

This will be supported through the development and deployment of digital citizenship modules in Desire2Learn that every teacher is required to complete. Pedagogical implications will be modeled and explored through a mobile learning pilot. This will incorporate both student owned and school deployed mobile learning devices, ranging from but not limited to cell phones, GPS units, iPod Touch, iPads, tablet devices, video conferencing,



and laptops as part of classroom instruction and learning. This project will inform teachers about new strategies to personalize learning. Digital citizenship will be an integral component of the successful adoption and use of mobile learning in the CBE.

The mobile learning project will begin with eight classes in different areas from K-6, 7-9, and 10-12. Initial classes will be selected from different divisions and areas to ensure representation from a variety of stakeholders. Additionally, involved schools will have demonstrated the following interests and/or approaches:

- Awareness and adoption of inquiry as an instructional strategy
- Understanding of pedagogical documentation
- Understanding and practice with formative assessment strategies
- Understanding of the role of portfolios in authentic assessment
- Commitment to excellence in teaching
- Commitment to lifelong learning and professional development
- Commitment to full participation to a research project
- Willingness to share evidence required to support the project and its associated research
- Commitment on the part of the teachers to use the devices regularly
- Commitment from the principal or other school based administrator to monitor appropriate use of the devices

The CLT research team will support the documentation of the successes and challenges of this initiative.



## Strategic Fit and Context

The digital world that we live in is pervasive and far-reaching. We all will use digital technologies at home, within our social communities and at work. Will this digital world be one of anarchy where there are no laws or social norms? Will it be a world where people can behave according to impulse free of the social norms that guide behaviour in their everyday lives or will it be a world where everyone can participate for the benefit of all? Developing and supporting a strong understanding of digital citizenship can lay the foundation for the positive, productive and purposeful use of digital technologies.

As Will Richardson writes, it is important that our students know how to manage their online reputations and be able to leverage the potential of collaborative, transparent networking. In short, they should be “googled well” and leave positive “digital footprints”. An understanding of their rights and responsibilities in this digital world will help them shape a productive future free of virtual digital skeletons in their closets that might detract from their aspirations and goals.

Educators must help children learn how to identify their passions; students need to know how to build connections to others who share their passions and communicate, collaborate and work collectively with online networks. A healthy approach to digital citizenship will remove any barriers that might prevent students from skillfully personalizing their learning and their futures.

As brain research and other studies continually foster a deeper understanding of learning, there is an increasing need to personalize learning. The skillful ability to communicate, collaborate and connect is a key component of the global transformation of learning, working and living. Learners are no longer content with mass experiences and have the need and capability to customize the learning experience to best meet their diverse needs.

The mobile learning project will inform the Learning Resources Strategy and the Calgary Board of Education’s Digital Citizenship strategy. It has the potential to move learning from the industrial model of mass delivery to the model of mass customization where a personal learning environment has been developed. Within and beyond the “classroom” of the future the concept of schooling has been expanded to the place where students learn anytime, anywhere.



Students will be able to learn using technologies with which they are inherently comfortable. These technologies will provide a ubiquitous framework of learning scaffolding through which learning will be nurtured. This project will expand their literacies with these tools beyond mere objects of entertainment and demonstrate to them how social networking and “entertainment” technologies can be used in a learning environment. Learners will be able to choose from a menu of technologies that match the learning objectives and their learning styles while simultaneously building new literacies.

This project will provide an opportunity to advance teacher practice. Approaching teacher professional learning through the lens of [TPACK](#), this project presents a significant opportunity to have teachers reflect upon and explore in a collaborative fashion how technology knowledge interacts with both pedagogical knowledge and content knowledge. Participating teachers will also be part of a variety of professional learning opportunities. In this course the participants will construct understanding about personalization with their colleagues and how these technologies can support that goal. They will also be able to share protocols, challenges, success stories and student-created digital content.

Linked to this initiative is the work of the Learning Resources Strategy and the role of digital tools and devices in supporting a resourcing strategy for learning. This will contribute to growing research in the evolution of instructional practice and an understanding of the growing role that digital citizenship plays. Research indicates that experience is a key component to the thoughtful adoption and implementation of technology in the classroom. This calls for a differentiated and distributed approach to resources and professional learning.

Work within our e-PD strategy as well as Area Response teams, AISI, and other initiatives within the division have identified the following needs/uses for mobile learning:

The need to increase personalization improving student engagement:

- Teachers need to be prepared for the challenges and opportunities that come with a public access network.
- Teachers need to understand their level of accountability for the use of the public access network, the school network and new classroom digital tools and devices.
- Develop an understanding of the impact these mobile learning devices will have upon schools. These devices are already in schools and the



opportunity exists to help teachers and students use them to facilitate learning.

The successful completion of this pilot will result in strategies for improving student achievement through personalization. The documentation of this achievement through the use of Mobile learning and student digital devices in and beyond the classroom will be a key factor in developing these strategies.

The opportunities to use readily available and accessible technology to personalize learning support the following Calgary Board of Education Ends:

- Ends 2 Academic Success
- Ends 3 Citizenship.
- Ends 4 Personal Development through optimizing personal development through offering equality of educational opportunity.
- Ends 5 Character as students will be learning about respect for self, others and their surroundings (virtual or otherwise).

The proposed Three Year Education Plan and the 4<sup>th</sup> Cycle of AISI identifies the personalization of learning as the priority outcome of the CBE. Digital citizenship is a vital component of this. Investing in mobile learning will support the these larger global objectives in the following areas:

- Encourage teacher and student understanding of digital citizenship.
- Provide teachers and students with the opportunity to model and explore digital citizenship through the lens of the CBE student public network and the existing CBE network.
- Define and promote a personal learning model
- Develop and implement student character promoting strategies and practices for students.
- Increase students' abilities for self-direction
- Support recognition learning, provide multiple flexible methods of presentation
- Support strategic learning, provide multiple, flexible methods of expression and apprenticeship
- Support effective learning, provide multiple, flexible options for engagement

Investing in mobile learning is aligned with educators and learners. School districts throughout the world now encourage teachers to widen the lens used to view their practice to intentionally promote the importance of connecting the community to its schools and society to its youth. There is



overwhelming evidence that we must shift practice and pedagogy to meet the needs of 21st century learners using an integrated instructional design inextricably connected to the interests and needs of individual students who are looking for foundational understandings about their world.

Building from a platform of research, teachers and students must be active participants in their own learning to make informed and healthy decisions, and channel their energies into the development of deeper understanding pertaining to the roles and responsibilities they face in devising creative solutions to resolve issues that arise out of real life situations. The interconnectedness of life and learning is now acknowledged to be at the heart of personalized learning.



This personalization model will focus on the use of digital mobile learning that will:

- improve learning connections
- foster an understanding of digital citizenship as it applies to learning and daily life
- increase engagement in co-constructing the big ideas and essential questions at the heart of assessment tasks and learning situations; students will *explore* the realities of their world; measurement will focus on continuous improvement, sensory development, and the refinement of learning
- provide a set of online and face-to-face tools will be acquired that promote communication that is personalized and timely.
- enable access to – email, instant text messaging, discussions forums, synchronous delivery
- improve access to Content – web page, video, audio
- improve Assessment and reporting – polls, quizzes, instant feedback
- embed technological support for 21<sup>st</sup> century learning
- differentiate teaching to accommodate diversity and individual student need
- allow continuous improvement of teaching practice, learning outcomes and positive school culture.

(Adapted Anne Wheelock, *Safe to be Smart*, 1998)

The work will be grounded by the growing educational research available to support digital devices in the classroom. A major deliverable for the project will be the creation of a conceptual framework around digital citizenship.

This proposal will also:

- support existing web awareness strategies
- support the successful use and implementation of the student public network
- support professional learning communities,
- maximize the use of existing facilities
- provide content, context and efficacy standards to assist schools and teachers to meet curriculum and learning outcomes



This project will promote flexibility and responsiveness for the students. With increased program choice, 24/7 access to content while supporting learning during regular school hours, students will have access to the necessary supports to ensure that they can complete course requirements at a pace that is comfortable for them and personalized. Student timetables become easier as access to resources can occur anytime. The exact combination of components that best serves the needs of the students will be researched and reported as best practice.

### ***Deliverables and Outcomes***

<b>Deliverables</b>	<b>Major Outcomes</b>
<b>Digital Citizenship</b>	<p>Additional module added to the Web Awareness course</p> <p>Development of an ePD course</p> <p>This project will model and support a deeper understanding of digital citizenship by involved teachers, students and school administration</p> <p>Students will have an opportunity to learn about and practice digital citizenship through the pilot project. It will require them to balance the “power” of bringing their own devices to the classroom with and understanding of their “responsibilities” of bringing their own devices to the classroom</p>
<b>Encourage Anywhere Anytime Learning</b>	This project will create an environment that will support “anywhere anytime” mobile learning.
<b>Promoting situated knowledge</b>	helping to bridge barriers between home, school and after school. Mobile devices will bring the real world into the classroom and they bring the classroom into the real world.
<b>equity of access to technology</b>	Explore opportunities to establish for underserved students.
<b>Promote and foster collaboration and</b>	In the competitive global world of the 21 <sup>st</sup> century the ability to collaborate and communicate through technology is considered



<b>communication skills and global awareness deemed essential for 21<sup>st</sup> century success</b>	a gateway skill. If these skills are deployed fairly, mobile technologies will support digital equity.
<b>Creating a model of mobile learning within a CBE classroom</b>	Identify the essential components/scaffolding/technological framework of a 21 <sup>st</sup> century classroom and establish what will be recognized as student owned mobile devices and classroom tools. Giving students an opportunity to engage in learning using technology skills they have developed outside the classroom. Students will no longer have to “power down” to go to school. These tools can be used anywhere the student is as opposed to making special trips to the computer lab. Mobile devices enable students to control the private/public boundary within the classroom something that larger technologies can make difficult. Students can control what is private and what is to be shared.
<b>Enable a personalized learning experience</b>	Mobile devices can support differentiation. There are significant opportunities for genuinely supporting differentiated, autonomous and personalized learning through mobile devices.
<b>Stimulate new leadership support for mobile learning</b>	This project will result in three teachers, school technology support and admin teams who will have an understanding of strategies, opportunities and challenges of mobile learning.
<b>Increased student achievement and engagement through personalization</b>	Students will have multiple and varied means of engaging in their learning. These will be selected on the basis of their preferred learning styles.
<b>Assessment of the effectiveness of mobile learning in support of personalization</b>	At the conclusion of this project, there will be an improved understanding of mobile learning’s contribution to the personalization of learning.



## Business Case Summary

### Situational Assessment and Problem Statement

The Three Year Plan within the CBE has identified personalization of learning as a key strategy. Digital citizenship is emerging as a vital area of understanding in terms of both student safety and successful pedagogy. Mobile learning as described in this project will be a key method of achieving this personalization and practicing healthy digital citizenship. The emerging public network within the CBE means that these devices will be in our classrooms to provide increased opportunity for students to plan a pathway toward their own purposes. It is imperative that teachers be able to seize this opportunity and use it to enhance learning as opposed to viewing it as a barrier or a classroom management issue.

The pilot would also include identification of:

- 9 principals of Digital Citizenship - [http://www.digitalcitizenship.net/Nine\\_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html)
- Training and ongoing support needs for CBE staff and students
- Issues around the safety and security of students
- Security and permissions needed to comply with administrative regulations
- Promising practices and research in the area of Mobile learning implementation and use
- Technical infrastructure requirements



## Project Scope

### ***In Scope/Out-of-Scope***

Scope Includes	Scope Excludes
Equipping each of the three classrooms with the infrastructure required to support mobile learning	Supplying peripherals to classrooms working primarily with iPads
Exploring the impact of the student open/public network	Providing students with applications for their personal devices such as firewalls etc.
Creating a class set of recommended mobile learning apps and resources for use within and without of the classroom	Providing each student with <i>all</i> of the mobile learning apps and resources

## Estimated Schedule and Budget

### ***Schedule***

Project Schedule	
<b>Project Start Date:</b>	September 2009
<b>Project Completion Date:</b>	June 2012
<b>Project Duration: (Months)</b>	24 months

Milestone Deliverables	Percent complete (if Applicable)	Forecast Date of Comp	Actual Completion Date Variance
Select schools	33%	October 16 <sup>th</sup> , 2009	Two weeks
Provide "just-in-time" professional learning for teachers		November 30, 2009-June 2011	One month
Identify recommended classroom toolkit model		June 2011	One month
Identify recommended student toolkit model		June 2011	One month
Gap analysis		December 2010	Two months
Complete and communicate research		June 2011	Six months



## Project Budget

<b>Capital Costs</b>	
Equipment (iPod Touches)	\$33,670.00
Protective Cases	\$3,190.00
Application purchases	\$3,000.00
Ear phones with microphones	\$3,300.00
Materials/Supplies	2000.00
Bretford Power Sync iPod iTouch Cart	\$8,040.00
Designated Laptops	\$17,385.00
Notebooks/field journals	1100.00
3 digital cameras (more?)	\$3,600.00
Assistive Technologies – RWG, Dragon V.10, MacSpeech Dictate, Premiere Elements 7, Jott's, Comic Life	\$20,000.00
Printers	\$1,727.00
Scanners HP Scan Jet 5590	900.00
Flip Camcorders	\$2,700.00
Memory sticks 2 GB	\$2,810.00
Sound System FrontRow ToGo	\$1,745.00
Global Positioning Satellite Units	\$4,500.00
Storage Cabinets – locking	\$1,500.00
Keytech Touch Add-On Touch Screen	\$625.00
Surge Protectors	\$300.00
Laptop Cart	\$3600.00
Zarbeco Portable Digital Microscopes	895.65
iPads	\$30 000.00
Flexible Tripods	\$450.00
Standard Tripods	\$720.00
Printer-Canon Poster3	\$12,000.00
Video Conferencing Suite	24000
Professional Development	1000.00
University of Calgary Research Support	12,000.00
<b>Total Capital Costs</b>	<b>\$196383.70</b>

**Funding Source** *[Please identify Funding Source]*

Funding Source	1 year	2 year(estimate)	3 year(estimate)	Total
Service Unit				
Capital				
Operation	\$166383.70	-	-	
Budget				
Other				
<b>Total Funds(Must =Total Project Costs)</b>	<b>\$166383.70</b>	<b>\$166383.70</b>	<b>\$166383.70</b>	<b>\$166383.70</b>

**Project Management Approach/Implementation Plan****Phase 1:**

September 2009-June 2010 (Duncan White/Karen Pegler Project managers)

1. Identification of three participating schools
  - Criteria for Choices:**
    - promotion of digital equity for students who may not have access to these devices
    - professional learning equity/opportunity for staff within the Calgary Board of Education
    - schools have an identified goal of improving literacy/numeracy, resiliency and/or building teacher capacity in the infusion of technology within school development plans
    - placement on ITS Sequenced and Filtering list
    - willing and supportive school administration and staff
2. Meeting with Area Director
  - Meeting with school principal
  - Needs analysis with participating schools
3. Meeting with parent councils
4. Development of professional learning activities in the context of the classroom environment
5. Invitation to participate professional learning-ePD course, webinars-offered to project teachers, teacher-librarians, assistant principal, principal and interested school staff,
6. Initial survey of teacher expectations /SWOT analysis
7. Implementation in three schools
8. Formation of a professional learning communities centred around student learning evolving from the pilot
9. Sharing of findings, challenges, opportunities in monthly Elluminate session or more often if required
10. Gap analysis and planning for phase 2
11. Staged home use throughout the project

**Phase 2:**

September 2010-December 2010

- meeting of participants to review project  
Determination of
- Development and completion of research report

**Phase 3:**

January 2011-June 2011

- Develop and share model of support/infrastructure required for the use of mobile learning in CBE classrooms.

**Project Assumptions or Predecessors**

Students and parents will all be required to have signed the general media consent form. Their pictures and work may be needed to report the findings of the phases. Parents will need to have signed a form allowing their children to take part in the project.

As we anticipate that students will need to at least occasionally take home these devices or have the devices leave the building, we will require a consent form to allow them to do so. Potentially we might use the same form as used with students in the L & L project.

Staff will also require an awareness of risk management. They will need to have an up-to-date completion of Web Awareness. Staff will also require an awareness of digital citizenship.

Staff will need to be aware of AR 1061 Security of Information Resources. AR 1062 Acceptable Use of Electronic Information Resources and AR 4027 Code of Conduct for Employees.

**Project Constraints**

- If the public network is not yet available in the selected schools, we will need tech support to add the devices to the school network
- Teacher ability to participate in professional learning opportunities
- Teacher time to develop resources and lesson plans
- Efficient and timely delivery of technology resources
- Professional learning time for teachers regarding both hardware (iPod Touches) and software (iTunes)
- Syncing of iPod Touches may be time consuming and cumbersome but must be the responsibility of the teachers
- Management and security of the devices (iPod Touches and GPS units)
- Permission to take part: Will students be allowed to bring in and use their own mobile mobile learning and access the public network by their parents?



### Project Risks

Risk ID	Risk	Control (Controllable, Uncontrollable) CU	Probability (high, medium, low) H, M, L	Impact (high, medium, low) H, M, L	Mitigation Strategy
1	Student Safety and Security		M		student education and experience using the tools, the public network will have the same filter level as the school network
2	Security of the devices			H	established terms of use. Protocols, security measures, follow-up, student education and character development
3	Security of information	C			Password protect devices
4	Authentication	C			Public network will require student CBE username and password

Table of Risks

### Key Stakeholders

#### Planning Team

Position	Name & Title	Represent s / Interests	Phone
<b>Sponsor:</b>	Cathy Faber		
<b>Subject Matter Expert:</b>	Duncan White/ Karen Pegler		
<b>Steering Committee:</b>			
<b>Project Team Staff:</b>	Duncan White/ Karen Pegler	CLT	

Project Team



**Organizational Impacts**

<b>Organization</b>	<b>Impact to and Participation of Organization</b>
Calgary Board of Education	CLT will provide models/examples to the system regarding success, challenges and opportunities of the use of mobile learning Deeper understanding and modeling of digital citizenship as practiced by teachers and students

Organizations Impacted

**Project Team Organization Plans:**

<b>Project Team Role</b>	<b>Project Team Member(s)</b>	<b>Responsibilities</b>
Project Sponsor	Cathy Faber	
Project Manager	Duncan White Karen Pegler	
Content Developer	Duncan White Karen Pegler Participating teachers, learning leaders and administration	
Research	Dr. Susan Crichton, Karen Pegler, Duncan White	
Tech Support	Karen Pegler Duncan White	
Network Support	School technology support	



**APPROVALS**

**Recommendation:**

**Project Charter Document Sponsor Approval:** [Signatories approving the project to proceed to the next step of.]

Name/Position	Signature	Date
<b>Cathy Faber Director Curriculum and Learning Technologies</b>		

Table of Approvals

**Funding Approval:** [Funding sources have been obtained/ secured to move this Charter to the next approval process to move forward to the execution phase.]

Name/Position	Signature	Date

**Approval to Move to Execution (Sign Off):** [This approval is identifying that the resources and funds are available to move to Execution Phase]

Name/Position	Signature	Date

Table of Approvals