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**Inserts:**

- AGM Flyer

**ChalkWalk**

Sat morning  
Oct. 18  
at Wilket Creek  
(Leslie & Eglinton)



**Newsletter Distribution**

For improved distribution of the newsletter, we are attempting to e-mail it to all members.

Those who have an email address, please send your email address to Moveta Nanton at:  
[nanton@sympatico.ca](mailto:nanton@sympatico.ca)



**President's Message – Tim Rudan**

I am sure this winter has reminded us that we reside in the great country of Canada. Perhaps one of the benefits of being indoors for long stretches is the chance to catch up with reading, both personal and professional. Regarding the latter, Karen Hume's "*Tuned Out – Engaging the 21<sup>st</sup> Century Learner*" helped me reflect on my practices now that I am back teaching secondary students.

How do teachers develop and modify strategies to reach our youth in an increasingly wired society? Our local chapter contributed to exploring this question in our Research Series which culminated in an intriguing panel discussion. As mediator, I felt participants along with the experts, shared some keen insights and deeply felt concerns about the rapidity of change in technology. I applaud our organizers for keeping this conversation alive and I am eager to hear what the next topic of focus will be.

The committees for both the Spelling Bee and ChalkWalk are already geared up with preparations for these annual events which support the activities of our chapter. We hope you will be able to support these events and the opportunities they offer our children and youth.

Last and most important, I hope everyone can join us at our AGM dinner and reception for the Outstanding Educator Award on Wednesday, April 30 which will again take place at the Faculty Club. Carol Rolheiser is this year's worthy recipient for her decades of work and commitment to education in Ontario.

**Notice of Annual General Meeting**

Notice of is hereby given that the Annual General Meeting of Phi Delta Kappa International, University of Toronto Chapter, will be held on Wednesday April 30, 2014 at the Faculty Club, University of Toronto, for the following purposes:

- To receive the report of the Treasurer.
- To elect officers and members of the Governing Council for the coming year.
- To transact such other business as may properly be brought forth before the meeting.

Dated February 1, 2014. Tim Rudan.

**Buzz Around The Bee**

The partnership between our PDK chapter and Spelling Bee of Canada (SBOC) continues to be a satisfying volunteer opportunity. We are amidst the height of the spelling season, with registration, coaching, and preparation for upcoming Bees utilizing our organization leadership and teaching skills. Several Kappans and many secondary students are involved. As Nicole put it, "it's fun working with children, watching them learn and getting a different perspective and helping them to develop their focus."



Two Vanier Students, Narissa and Nicole, who are earning community hours coaching young spellers, with SBOC Founder and CEO, Julie Spence. Julie is demonstrating the Spelling CD developed by Shariff Mohamed, when he was still a SATEC student.

Consider volunteering for the Bees. It's a honey of a job! Contact Carolyn at 416- 497-3034  
[cjmoras@rogers.com](mailto:cjmoras@rogers.com)



# PAUL'S HOT TOPIC RESEARCH FINDINGS

## Paul's Hot Topic Research Findings



Paul Favaro, Ph.D.  
Chief of Research & Evaluation,  
Peel District School Board,  
York University Faculty of Education

### Children and Teens' Online Habits – A Canadian Perspective: A Media Smarts Study

Media Smarts study (2014): 5,436 students in grades 4-11 in all provinces and territories were surveyed on their Internet behaviours and attitudes. The survey included 140 schools in 51 school boards. The study, "Young Canadians in a Wired World" is available at <http://mediasmarts.ca/ycww/life-online>. What's technologically different today for our children and youth? It's the proliferation of mobile devices (i.e., smart phones, tablets, MP3 players, and social networking). These technologies barely existed just ten years ago.

#### **Key Findings – Life Online**

- Students like to stay connected. Thirty-nine percent of students who own cell phones say they sleep with their phones.
- More than a third of students reported being worried that they spend too much time online.
- Forty-five percent of students access the internet using a cell/smart phone.
- Sixty percent of boys access the internet through gaming.
- Twenty-five percent of students in grade 4, 52% of students in grade 7, and 85% of students in grade 11 own their cell phone.

#### **Online Activities**

- The top eight favourite sites that students visited were about posting and sharing information and accessing content: 1) You Tube; 2) Facebook; 3) Google; 4) Twitter; 5) Tumblr; 6) Instagram; 7) Minecraft, and 8) Hotmail.
- Among grades 4 – 6 students, 30% have a Facebook account and 16% have a Twitter account in spite of the fact that anyone under the age of 13 is barred from using these sites.

#### **Parental Involvement**

- Forty-four percent of parents have rules about getting together with someone they met online.
- Forty-eight percent of parents have rules about visiting sites they are not supposed to visit.
- Fifty-two percent of parents have rules about talking to strangers online or on your cell phone.

#### **Online Safety**

- Eighty-nine percent of students agree with the statement "I know I can protect myself online."
- Girls are more likely than boys to agree with the statement that they could be hurt by online strangers (82% compared to 62% of boys).
- Girls are less likely to see the internet as a safe place (51% compared to 61% of boys).
- Fifty-one percent of students in grades 4-6 learn about how to deal with cyber bullying from their parents.

These highly connected children and youth are not coming to a school near you – they are already here! This is a big shift from 2005. Today they have multiple platforms to choose from to go online and socially network. Are we ready for them both from a curriculum and instructional perspective? The good news is that when students do go offline (94% do choose to go offline) they do so to spend more time with friends/family, enjoying some quiet time by themselves or going outside to play.

### Strategies Used to Control How Students Present Themselves Online and How They Protect Their

#### Personal Information

Canadian youth do worry about their online privacy and take steps to control who can see what they post, and how other people see them. To view the Online Privacy, Online Publicity report, infographic, and slide show, visit <http://mediasmarts.ca/ycww/online-privacy-online-publicity>.

- 97% would take steps to remove a photo they don't want others to see.
- 68% mistakenly think that a site with a privacy policy will not share their personal information with others.
- 59% would share their password to their social networking account, email account or cell phone.
- Girls are much more likely than boys to share their passwords.
- 18% of grade 4 and 65% of grade 11 students misrepresent their age online.
- 89% reported that it's wrong for a friend to post a "bad" or "embarrassing" picture of them.
- 50% think it's wrong for a friend to post a "good" picture of them without asking first.

Overall, students are sharing a substantial amount of information on social media sites. Students employ the following strategies to protect their privacy:

- not posting their contact information
- using a different identity
- using privacy settings to block strangers
- deleting something they posted
- asking someone to delete something posted about them.

Parents are students' main source of information about online privacy protection. Clearly there are gaps in student knowledge of online privacy. They have limited understanding of geo-location services, privacy policies, data collection practices, and password sharing implications.

Schools and parents need to work together to provide more effective online internet privacy education. This is an example of practice getting ahead of the available research. A fertile area to consolidate the research-to-practice connection.



Go to page 4 for more of Paul's "Hot Topic".

## RESEARCH SERIES REPORT

### 21<sup>st</sup> Century Teaching and Learning - John Myers

While there is much controversy around the use of the term "21<sup>st</sup> Century Learning", the following trends are strongly felt, especially since the events of September 11, 2001 in America. The uncertainty of the times and the complexities of life in a pluralistic democratic society are resulting in increasing stresses and strains on families and individuals of all ages as are the rapid technological, environmental, and social changes we are experiencing on a global scale. There is increasing pressure on schools to address issues formerly reserved for family and faith, often as a counterweight to a variety of influences from peers to media and popular culture. These issues include anti-racism, bullying, youth violence, a perceived decline in civic responsibility, financial literacy, the stress of modern life and the responsible use of social networking on the internet.

Earlier series themes have touched on some of these trends; e.g., social and emotional development. This series has touched on these more directly. Karen Grose from TDSB kicked off the series with an overview of the issues associated with 21<sup>st</sup> century learning. Check out the November issue of the newsletter (newsletter are archived on our website) for a detailed review of the session and her book *Fast Forward*.

A panel from the Learning Partnership gave us an overview of their wide-ranging programs as well as their take on what students need to take their place in the world. A review of this is also in a previous newsletter. The last session was also a panel, but worked interactively with each other and with the audience of more than 50, on issues related to the explosion of technology, including social media.

The panelists included:

- Rita Gravina who is a Department Head for the Canadian, Business and World Studies Department at The Bishop Strachan School.
- Stephen Hurley now with the Canadian Education Association.
- Dr. Camille Rutherford, is an Associate Professor of Education at Brock University. and
- John Myers OISE.

We began with <http://www.youtube.com/watch?v=QPQf1rAlVqg> - a three minute chunk of a longer interview from 1988 in which prolific writer of science and science fiction, Isaac Asimov, predicts the impact of computers on education. Here are comments from two OISE student teachers who attended.

*Essentially to me one of the things that stood out the most at this workshop was the emphasis from each of the speakers about the importance of technology in the classroom not just as a teaching aid. For instance, not only the use of Prezi or Powerpoint, which most teachers are aware of, but the use of technology in the classroom as a way to create a global community by connecting with other teachers and students. I also thought it was interesting that the speakers talked about the use of social media like twitter as a way to connect to other teachers to get resources, as I had always seen twitter as something rather "uneducational" - something we tried to deter our students from relying on. I thought the fresh perspective on technology discussed in this workshop, and really embracing its use in the classroom, speaks volumes to how educators at all levels should be ready to adapt to the changing world. It was nice to see that these speakers, and certainly OISE as well, are on the cutting edge when it comes to 21st century teaching and learning.*

Amanda Lang

*The PDK sessions on 21st Century learning and the role of technology in the classroom provided participants with an opportunity to listen to a variety of educators who utilize and/or study the presence of technology in the classroom in a variety of different and unique ways. Moreover, it permitted participants and teacher candidates with the chance to actively engage in the conversation. In addition, the discussion led to a dialogue where both speakers and participants responded to the initial to predications for technology in the classroom, and then engaged with 21st century realities. Ultimately, the sessions provided an opportunity to learn new and interactive ways to incorporate technology into our learning environments.*

Kathryn Testani



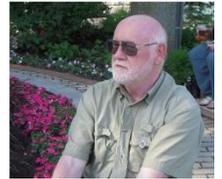
For a full listing of our Chapter's Executive Team, visit our website. [www.pdk-ut.ca](http://www.pdk-ut.ca)

**PROGRAMME AND DUE DATES FOR AWARDS FOR 2013 -14** VISIT [WWW.PDK-UT.CA](http://WWW.PDK-UT.CA) FOR MORE DETAILS. **NOTE:** OUR RESEARCH SERIES FOR 2014 WILL FOCUS ON "LEARNING FOR THE 21<sup>ST</sup> CENTURY". EACH SESSION CAN STAND ALONE; ATTENDEES OF ALL THREE RECEIVE A CERTIFICATE. QUESTIONS: JOHN MYERS [johnjcmyers.myers@utoronto.ca](mailto:johnjcmyers.myers@utoronto.ca) 416-978-0197 OR TIM RUDAN [TIMRUDAN@HOTMAIL.COM](mailto:TIMRUDAN@HOTMAIL.COM) 416 -736-2100

Annual General Meeting & Initiation Dinner & Outstanding Educator presentation	Apr. 30, 2014	Faculty Club, University of Toronto 41 Willcocks St (east of Spadina, north of College, south of Bloor).	5:30-9:30 pm
Niagara Falls Get Togethers	April 12, 2014 May 10, 2014	Niagara Falls PDK Coordinator - Elizabeth Manker 905-358-3825, <a href="mailto:SIDEAR09@aol.com">SIDEAR09@aol.com</a> Concert Details : <a href="http://www.niagaraconcerts.ca">www.niagaraconcerts.ca</a> April 12 is The Sounds of Chicago May 10 is Jesse Peters Trio	5:00 PM Dinner 7:30 PM Concert
ChalkWalk at Wilket Creek (Leslie & Eglinton)	Oct. 18, 2014	Put on your calendar and plan to support ChalkWalk at Wilket Creek (Leslie & Eglinton)	9:00 AM-12:00 PM



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Continued...(Paul's Hot Topic)

**National Survey on "Mobile Technology" for K-12 Education (2013) by Interactive Educational Systems Design in Collaboration with STEM Market Impact**

The world is going mobile! Will our schools be left behind?

**What is being used?**

iPads dominate the mobile technology category.  
- 81% say they are using iPads or that they plan to  
- 31% Google Chromebook  
- 20% iPad touch  
- 17% Android tablet

**How widespread is mobile technology?**

Six in ten say mobile technology for student instruction is in 25% or fewer of their schools. One in three say 75% or more of their schools have adopted mobile technology.

**What's holding districts back regarding mobile technology?**

1. Cost (78%)
2. Lack of technology infrastructure to support mobile technology (50%)
3. Device management too difficult (38%)
4. Teacher difficulty in integrating use with classroom instruction (25%)
5. Concern about security and theft (25%).

**Changes from 2012 to 2013**

- iPad usage grew to 81% from 74%
- Google Chromebook grew to 31% from 14%
- BYOD declined from 39% to 27%
- iPad Touch declined to 20% from 39%

Three in four respondents say digital textbooks are the most popular category of learning apps.

Source: National Survey on Mobile Technology for K-12 Education

**Does research back up the use of pricey iPads/tablets?**

The peer-reviewed research on digital learning is ambiguous at its best. What is clear is that adoption and use of digital technology in and beyond the classroom allows students to augment and enhance their learning in ways not previously possible (i.e., 3D, interactive, multimodal, virtual tours, etc.). No technology has an impact on learning in its own right, the impact of digital technology depends on how it is used.

twitter



Paul on Twitter @PaulFavaro

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