

PARTNERS IN PROGRESS

DECEMBER 2004 ? VOLUME No. 1 ? ISSUE No.4

Introduction to the Newest B.TEC Course: Field-Based IT Mentored Practicum

The Field-based Information Technology Mentored Practicum is a carefully monitored work experience in which students have planned learning goals and are able to reflect actively on what they are learning through on-site work experience. Students are given opportunities to link what they have learned in their IT courses of study to the current world of practice and application, integrating technology skills and knowledge into real-life experiences. Students pursue work experiences in their particular area of expertise, either programming, visual design or hardware/networking. They work closely with an industry mentor and collaborate with others in the workplace to ensure that their practicum is a meaningful educational experience. Additionally, students gain experience with new

software or hardware relevant to their field of interest. They also will learn practical workplace skills such as searching and applying for a job, resume development, interviewing, and self-assessment.

In the first phase of the program, students work in the classroom with their peers and teacher to identify an area of interest for their practicum. They also develop a proposal, which identifies their interests, goals, and preferred practicum experiences. As a part of this phase, the course teacher invites members of the business community to give presentation and participate in discussions to spark the students' interests in a variety of areas and prepare them for work in a corporate industry environment. In the second phase of the program, students are matched with



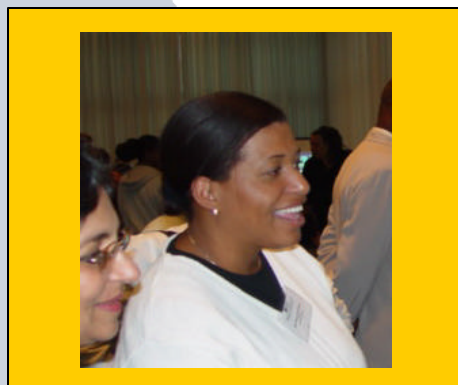
a mentor. This phase consists of the on-site experience. The students work with their mentors in a workplace setting, allowing them to gain confidence in the workplace setting and to develop their skills in their particular area of interest.

The final phase of the program allows the students to assess their workplace experiences and suggest ways to improve the course. They produce a summary report reflecting on their experiences in the workplace. The students are also expected to present their reports and revisions to their class. Reports are developed according to guidelines set out by the teacher, mentor and students.

Table of Contents

Mentored Practicum	1
Mentorship Pairings	1
Mentored Practicum Activity	2
Education Expo Pictorial	2
What is a DTAI?	3
DTAI Profile: Donna Swainson-Robinson	3
DTAI Profile: Chris Swan	4

Mentorship Pairings 2004-05: CedarBridge Academy



Racquel Rose-Green:
*CedarBridge Academy
Computer Science teacher/
Mentored Practicum advisor*

Mentor	Intern
Gateway Systems Limited	Lorenzo Whitehurst
Gateway Systems Limited	Zemane Lottimore
GMD Consulting	Ramen Wijewardena
Logic Communications	Adrian Fiddes
Logic Communications	Jahmarley Gardiner
Logic Communications	Regis Jerry Simons
Registrar of Companies	Stacy DaPonte

Field-Based IT Mentored Practicum: Activity to Date

Mrs. Racquel Rose-Green, Computer Science Teacher at CedarBridge Academy, is pleased with the positive feedback that she has received thus far from students and businesses alike who have participated in this inaugural year of the Field-based IT Mentored Practicum. "The students are not only excited about the various projects that they are engaged in, but also about their personal interactions with their mentors. The mentors have been able to allay the students' fears about being in the real-world work environment and have renewed their determination to etch out a career in the IT industry".

The course has received support

from many members of the business community, in addition to the Mentors:

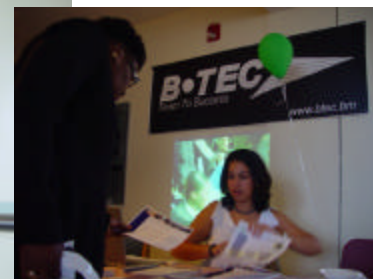
- On September 13, the students heard about what it was like to have an IT Internship from Noreco Burgess, a 2004 Cedarbridge Academy graduate who worked with XL Capital over the summer.
- On September 25, the students were addressed by Shomari Coleman of Sbi, Brenton Richardson of Bermynet.com, Wayne Scott of Logic Communications and Weldon Wade of Digital Dynamics on the respective paths which they had taken to careers in IT.

- On October 13, students were able to participate in mock interviews. Ann McGann of Logic Communications and Shomari Coleman of Sbi gave the students interviewing tips before giving one-on-one interviews.

Mrs. Rose-Green looks forward to seeing the results of the on-site phase of the course. "I will be meeting with the mentors periodically between now and the end of the course in June for progress reports and to discuss any other issues, concerns or suggestions. I also look forward to the final reports in June. I think that this is a phenomenal opportunity for our students."



Education Expo – 23 October 2004 CedarBridge Academy



What is a DTAI?

Directors of Technology Assisted Instruction, or DTAIs, provide leadership in the area of technology in our Bermuda Public School System. DTAIs recognize government's significant investment in educational technology and training, and therefore provide leadership and instructional support to enable teachers to offer students rigorous and stimulating learning experiences in safe and responsive environments. DTAIs are committed to ensuring that there is a high return on investment, and that students emerge confident and prepared to compete and contribute locally and globally.

DTAIs are dedicated to initiating, maintaining, sustaining and evaluating the integration of technology into quality teaching and learning. They build capacity and sustainability in the area of technology integration and ensure alignment of students' knowledge base and skills with instructional planning. DTAIs ensure that technology is integrated throughout the curriculum as a teaching and learning tool. They support and coach teachers in the classroom on a day-to-day basis and provide on-the-job training so that technology is used more effectively. They assess the impact of the integration of technology on student learning and achievement and on the

quality of instruction. DTAIs evaluate, on an ongoing basis, the impact of B.TEC on the teacher and the student's learning.

The DTAIs are leaders. They work with the principals, department heads, teachers and other members of the education community to integrate technology into the school system. DTAIs develop, execute and evaluate an action plan for the integration of technology in their schools. They provide direction for future technology development and they evaluate instructional programs. DTAIs also assess the impact of technology on student achievement.

DTAI Profile: Donna Swainson Robinson



Mrs. Donna Swainson-Robinson, the Director of Technology Assisted Instruction (DTAI) for CedarBridge Academy, has been involved with B.TEC since its inception. She enjoys being involved because of the motivational and enriching computer science curriculum. She also enjoys inspiring other teachers to obtain new skills by leveraging computing technology in their respective disciplines. In Mrs. Swainson-Robinson's opinion, the greatest benefit of being a DTAI is seeing teachers gain knowledge and take on the

challenge that will not only make their jobs easier but more efficient.

In addition, observing the increased motivation of students due to greater technology usage in the classroom is an added benefit. Mrs. Swainson-Robinson believes that the hard work is worthwhile when she sees the sparkle and fun in their eyes from succeeding in class. She believes that the computer science curriculum gives students an enormous advantage by increasing their problem solving, comprehension and logical thinking skills. For instance, in Computer

Science 1 classes, students practice and apply logic and problem-solving skills by using HTML (Hyper Text Mark-up Language) to design simple websites. These skills are enhanced through courses such as Introduction to Programming, and Intermediate Programming. While students may not want a career in programming, the skills obtained through the B.TEC curriculum assists with their mathematics, science, and other courses.



DTAI Profile: Chris Swan



Chris Swan is the DTAI for The Berkeley Institute. He became involved with B.TEC when it was still known as the XL Education Initiative. He says that he happened to walk by a mathematics workshop and saw Kepler's equations of motion on the board. Having heard the facilitator ask the participants if they knew what these equations were, he then stuck his head into the doorway

and answered the question. Subsequently he was introduced to Dr. Joe Garofalo, a mathematics educator at the University of Virginia (UVA), and the rest is history. Eventually B.TEC began to offer science-related workshops and Mr. Swan became more involved. With the assistance of B.TEC, Mr. Swan was also able to pursue and receive a Master of Education in the Teaching of Science from UVA.

Mr. Swan believes that the programs offered by BTEC can help students in all aspects of their learning experience. In science, students no longer have to settle for what the teacher or textbooks say. As they experience the subject matter much like a practicing scientist, the students

can formulate their own questions and use technology to answer those questions. He truly feels that he is making a difference when he sees the expressions on both teachers' and students' faces when they become excited about using a tip, activity or teaching strategy that he has shared with them. Mr. Swan feels that he has truly played a part in the B.TEC vision as he has personally been able to see the success of the students first hand. Teachers frequently ask him to come into their classrooms and demonstrate an activity or teach a lesson. However, he says, the real benefit is actually seeing teachers use technology themselves to facilitate a lesson.



B.TEC
XL House
One Bermudiana Road
Hamilton HM11
Bermuda