As with our PDIG proposal, the report is split into 3 groups as teachers are working on subject specific goals. The WQSB created networks for different subject areas and had teachers collaborate on curriculum implementation. Within the Options Network we have 5 teachers from 3 centres within the WQSB.

Those involved:

Group 1-**CMP 5075-2 RASTA GRAPHICS-**Sheldon Macgillivray-Hull Adult Education Centre

Group 2-**Computer Science-**Marty Scheinberg--Hull Adult Education Centre, Jeanette Hamelin-Maniwaki Continuing Education, Jean Claude Rivest-Pontiac Adult Education

Group 3-**Science and Technology-**Paul Lawless-Hull Adult Education Centre

Although in the same Options Network, each group works on different projects as each often teach different subjects. Some years we align for a PDIG project, other years we are in separate sub-groups within the Options Network. Such was the case this year. The report below has been written based on each group and their work this year. Therefore, our report is comprised of 3 mini-reports, 1 for each project.

1. CMP 5075-2 RASTA GRAPHICS-Sheldon Macgillivray

Project Description:

This project was intended to create a macro course structure for CMP 5075-2 RASTA GRAPHICS. It was also to create learning situation projects related to CMP 5075-2 Rasta Graphics and to merge the previous program, Photoshop CMP 5064-2, with the new curriculum subject specific competencies for CMP 5075-2.

The work on the macro structure went well but good learning situations took time to create. I was not able to complete my 5 proposed days for this year's grant and was only available 3 total release days excluding PD day time our board provided additionally. I did also find it much more time consuming to administer the grant this year and supporting the groups within our network took much of my own time to work on CMP 5275-2.

22-Nov-17
Administration of grant in terms of scheduling release days, creating our budget, organizing our travel time and creating our action plans that would guide our release time this year.
Began to develop the macro structure for CMP 5075-2
21-Dec-18
Created LS for CMP 5075-2
Supported my two network groups in their work
14-Feb-18
Created LS for CMP 5075-2
Supported network group work
16-Mar-18
Travelled to Maniwaki Adult Education
Coordinated presentations of PDIG work for each group
Supported the Computer Science group in a number of areas
Worked with Science and Technology on revising a floor plan for Science Labs

Project Goals/Project Outcomes:

The goals for this project were as follows:

1. Create a course macro structure for CMP 5075-2

In terms of the course macro structure, this goal was partially met. Here is the current state of the course outline created for CMP 5075-2 Rasta Graphics:

[CMP 5075-2 OUTLINE (IN PROGRESS STILL)](#)

This is also attached as a PDF titled> CMP 5075-2 Rasta Graphics Course Outline.

2. To merge CMP 5064-2 with CMP 5075-2

Merging CMP 5064-2 and CMP 5075-2 proved difficult as CMP 5064-2 primarily focused on Photoshop whereas CMP 5075-2 was not quite graphics and not entirely a Photoshop related concept. We are also without certain software to envision the new curriculum with and so have to connect the new courses with existing limits on programs, applications and software. I did analyze CMP 5073-2 Vector Graphics to see if it aligned, but found this program could use programs such as Adobe Illustrator or Paint.net and was more of a graphic illustrator emphasis. So Rasta Graphics was chosen as it did include content related to a Photoshop-like program.

Probably the biggest challenge was that because it does not specifically match an illustrator or photo editing program, and because there are not suggested, it was difficult to find a program. Furthermore, on top of creating a course outline and learning situation, you also have to create resources that teach the use of the chosen program. IN other words, some of the learning situations took on a mutli-faceted approach as they had to introduce the feature(s) of the program while asking learners to use the program. So if you are developing said curriculum and do not know the program yourself, then you will have a very difficult time. I use Photoshop and it was still a challenge to accurately convey use of it within a learning situation.

3. To add, revise or create learning situations for CMP 5075-2 based on the new curriculum.

In terms of adding, revising and creating learning situations for CMP 5075-2, I managed to create 3 entirely, 5 in total (2 which are still being revised and enhanced) and have 12 still to revise, change, merge or re-do. This goal is still in progress and a number of projects have to be revised to meet the new curriculum and expand upon it's vagueness.

Links to Learning Situations create are below, PDFs are attached:

Project 8-Vintage Polaroid Effect (flipped restoration project, make a new photo old)
Project 9-Cinematic Portrait Effect (alternative portrait concept)
Project 10-Instagram Nashville Effect (cultural reference, social media, media literacy)
Project 1-Digital Photography Workflow (photography crash course, best practices)
Project 2-The UserInterface (learning pyramid reference, retention through teaching)
Project 3-E-Harmony (toolbar orientation, industry scenario)

Reinvestment:

This project is on-going. With 17 new curriculum course codes for Computer Science, the work does not stop. My contribution thus far to Rasta Graphics may be useful to other educators in the Province. Once the course outline is complete it might become the template by which future PDIG's create their course outlines for these new programs. It may not be deemed useful at all however. I hope that once it is complete others will find value in it, change or revise it, add to it and perhaps that outcome will be valuable. The first stone has been thrown!

In terms of the projects, I believe projects 8, 9, 10 to be very useful to others within the educational community and hope they can be shared as examples. They may fit other courses within the Computer Science curriculum too. Projects 1, 2 and 3 are exmples of smaller learning situations that help familiarize the learner to the software. These may change depending on what teacher's choose to teach with.

2. *COMPUTER SCIENCE-Jeanette Hamelin, Marty Scheinberg, Jean Claude Rivest*

Project Description:

Initially we set out to create new revisions of subject exams. This was important seeing that many of the exams lacked social context and often contain outdated information inherited from previous instructors.

There was also a need to create materials that focus on the new approach of diversification in the classroom. However this is difficult to do if the materials strongly lend themselves to a former agenda or teaching style.

Where teachers can alter the presentation of teaching or learning materials as opportunity arises, we set out to revamp what is inevitable, this being the writing of an exam. The consensus among our group was that our main focus should be towards improving the exams and other materials leading up to the exams.

Project Goals:

- Look at the exam material.
- Write (Take) the exam in the same conditions and with the same expectations that we would demand of the student.
- Note any areas of perceived difficulty or confusion.
- Note the questions, complaints, concerns and suggestions of students living the experience.
- Discuss the findings with our peers and see if they share the same findings or others.
- Make the necessary alterations to the material, if possible, and create new materials where alterations proved to be more tedious.
- Repeat this process for other exams and learning situation materials.

In many cases we found that it was easier to start fresh and simply rewrite both "learning situation" materials as well as exams. It also became clear that this would require a greater investment of time then initially thought. We had failed to consider that the process would also require the creation of new exam versions as well, such as "B", "C" etc. This caused somewhat of a time deficit because we had not sufficiently planned for this in our initial goals. By using the added benefit of online collaboration, we were able to regain some of the lost time by reinvesting travel time into the project. Though we have only partially obtained the goals that were initially set, we were still able create several new exams that were both current and relevant. We were also able to create some new learning exercises. Please see the attached example. (Click Here)

Project Outcomes:

The exams that we had inherited from other teachers or from our schools were not tailored to the classroom materials. As a result, there was considerable confusion on the part of students when it came to write the exams. It was very useful to see newly created materials (i.e. exam questions) from network members to see what was lacking, redundant or irrelevant.

By incorporating the best material created by our colleagues and eliminating the worst, we ended up with far superior products than we had started off with.

The pedagogical implications are obvious in that students are only being tested on that which they are learning and not on numerous outdated concepts. In the past, it was necessary to supplement the material with additional extraneous information that wasn't even important for the student to know. Basically, that involved some "teaching for the test" which is never among the best teaching practices.

Through this exercise, materials were created that were not only more relevant and current, but we as teachers gained a better understanding as to the speed that the technological culture is moving forward with regarding innovation and its impact on day to day vocabulary and products. An example of this would be an over-site of the phrase "burnable disk". Students no longer use Floppy's, CD-RW and even USB Sticks, because of a stronger push towards "Cloud Storage".

Reinvestment:

This year's project is a continuation of what we have been doing for the past few years. It will be useful to the greater educational community in several ways.

The resources created by our network can certainly be of benefit to the larger educational   community. Although the exam materials are somewhat confidential in that they shouldn't be disseminated to the point where any student gets ahold of an exam, the materials should certainly be made available to other computer teachers so that they won't have to reinvent the wheel.

The exams hopefully meet the reality of today's adult education classroom with its diversified student body. With a growing number of students whose mother tongue isn't English and more students with a variety of learning difficulties, it was becoming apparent which exam questions kept giving trouble to students. Hopefully we have made a difference in this with the new exams. The wording of question is extremely important when there are language barriers.

It would be very useful for this project to be carried out by other teams or if other teams could collaborate with our team. We are only 3 people and our issues and concerns may not be the same as those of other teachers. Certainly, other professionals would benefit from our work, but at the same time, they would most certainly have recommendations of their own for what the ideal computer exams can look like going forward.

3. SCIENCE AND TECHNOLOGY-Paul Lawless

Based on the progress made in the planning of the classroom strategies and material acquired, I believe this project was carried out as planned.

Project Description:

- I was able to meet with my Centre director (Scott Cavers) as well as my network teammates to discuss the concerns regarding physical space, resources and time for labs and activities within each of the 2 hour periods offered at HAEC.
- Discussion also surrounded the concept of developing classroom environment strategies and structures that will allow me to continue to teach all subjects and manage all labs and activities performed within the same classroom considering all aspects of the Centre's daily schedule.
- Time was dedicated to sourcing and purchasing some of the material and tools needed to deliver the content of the courses.
- Adding these newly acquired items to an inventory sheet.
- TSC 4061 experimental activity 2.2 material list was finalized.
- Creating a proposed floor plan for the anticipated construction changes needed to the existing classroom.
- We had a centre PD with with Avi Spector, the RECIT Technology consultant who provided ideas that may help in designing classroom.

Challenges:

- The unknown fact of how and when there will be movement on the proposed changes to the classroom.
- There are concerns as to how the power tools needed for TSC 4063 can be safely   used in the classroom.

Journal Entry Synthesis:

November 16, 2017

- Met with Mr. Cavers to discuss the implementation of the Science courses for the DBE.
- Discussion of the upcoming DBE provincial workshop to be held.
- Course and classroom requirements for the course "Mechanization of Work" SCT 4063-2.
- Available material now in the classroom. Recent purchases plus existing material. What do we have to purchase?
- How do we set up the classroom to accommodate the students' needs for courses and the available space in the classroom?

- Organizing material in the classroom and determining needs.

February 14, 2018

- Reviewed designs that have been designed and adopted by other adult centres which deliver labs and learning situations in small classrooms.
- Took measurements of the room with current permanent structures,
- Used Google draw to draft the proposed changes needed to the classroom (See attached design) to apply the theory of flexible leaning while designing a classroom space for the future.
- Consulted the [Act respecting occupational health and safety](#)
- Met with my Centre Director who will take this proposal to the school board for further discussion with the Director of Adult Education.

March 16, 2018

- Met with other members of the Options network at the Maniwaki Adult Education Centre.
- Shared progress made, and actions taken to gain their feedback and input.
- Presented the proposed floorplan for the changes needed to my current classroom at the Hull Centre.
- Discussed the feasibly and limitations involved in delivering the new SCT 4063-2 course content in a classroom as opposed to a fully equipped woodworking shop with all safety material and proper exhaust systems.
- Received input on an alternative computer program to draw the floorplan in 3D format.
- Began to compile the reporting and reflection requirements for this 2018 PDIG on the specific work completed each release day for Science and Technology.

Project Goals:

- Developed proposed actions toward delivering labs and activities within my classroom across multiple levels and subjects in the same classroom setting.
- Determined what is required for the labs or activities
- Took inventory as to what I have and what I need and noting what kind of space I should anticipate.
- Created an inventory sheet of material and tools acquired. (see attached)
- Met with Centre Director Scott Cavers to discuss the changes which must be made for my class structure, budget for materials, and my budget for equipment.
- Created a proposed floorplan for the changes needed to existing classroom.

- Proposed meetings with PED Consultant Helene Lebeouf were not possible as she fell ill during the school year and was on a leave of absence.

Project Outcomes:

- At the Hull Centre, there have been healthy discussions regarding the changes needed to the Science classroom to successfully implement the new Science courses.
- The floorplan that was created was presented to the board office as part of the ongoing discussions which is needed to make the necessary construction related changes to existing classroom.
- Determined what is required for the labs or activities which helps to make choices for future purchases.
- The inventory sheet of material and tools acquired allows the Hull Centre to budget finances needed to make future purchases.
- Meetings with Centre Director Scott Cavers opened   meaningful dialogue relating to the proposed changes which must be made for my class structure as well as the possible budget allowed for material and equipment.

Reinvestment:

March 16 was a day when I was able to I met with other members of my Options network (Sheldon MacGillivray, Marty Scheinberg, Jean Claude Rivest and Jeanette Hamelin) at the Maniwaki Adult Education Centre.

This is something we wanted to implement given the different subjects and action plans of the other members as well as the idea that each one of us is a resource to each other, hence the network meeting with all members.

A meeting of Adult General Education Committee (AGEC)composed of representatives from the nine English-language school boards throughout the province of Quebec was held at the Hull Adult Education Center March 23,2018. I had the opportunity to share with some of its members the proposed floorplan that I designed for my current classroom. It was beneficial to meet these representatives and share the progress made in designing a classroom to meet the needs of the new courses.

I think it is essential that all teachers who need to teach the new Science and Technology courses create a design for their specific classroom. This is particularly important if they do not have access to a properly equipped woodworking shop in their respective Adult Education Centre.

There are limitations associated with delivering the content of the new courses   in a classroom that maybe currently structured in the traditional format of desks and chairs

lined in rows. Each teacher must consider the feasibility of making changes to their classroom's physical setup as well as how they are going to manage the needs of their individual students when they are placed in a class where multiple courses are required to be taught along with them being asked to master techniques related to operating shop tools such as MITRE saws and drill presses. each of their respective Centre will face challenges in respect to their Centre's schedule and timeframe for each class.