

# **PDIG 2017-2018 - Final Report**

**Name: Joint School Board Contemporary World ES creation – LBPSB**

**Date: September 11, 2017 - May 4, 2018**

**Type: Professional Development**

## **1. Project Description: Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.**

The goal of this project was to create 3 new versions of the Adult Education Contemporary World evaluation situations based on the prototype (version A) supplied to school boards by the MEES. We were hoping to create a network of social science adult education teachers from the following school boards:

- English Montreal School Board
- Lester B. Pearson School Board
- New Frontiers School Board

The final network was composed of five teachers from two school boards: Lester B. Pearson and New Frontiers. The English Montreal School Board submission was not approved. Team 1 was composed of Emilie Bowles (NFSB), Curran Jacobs (NFSB), and Matthew Taddeo (PAAC, LBPSB). Team 2 included Joshua Peters (Place Cartier, LBPSB), and John Mackett (PACC, LBPSB).

We had originally hoped to create 3 new evaluation situations (ES') for the Contemporary World courses, SST 5101 and SST 5102. As a result of the EMSB teachers not being involved, we revised our original intention of creating three new ES'. Instead, the focus of the meetings was first, to emend the prototype (Version A) for each course (SST 5101 and SST 5102) which had been supplied by the Mees. Second, the four teachers divided into working groups of two and created version B exams for SST 5101 and SST 5102.

The purpose of the first meeting was to develop a deeper understanding of the program and ensure a common understanding of the courses, the Definition of Evaluation Domains (DEDs) for each course, and the purpose of the PDIG. Teachers also learned how to create an ES by analyzing relevant program information and DEDs

Equally important, teachers had the opportunity to share their experiences to date regarding the implementation of the program and the prototype ES' furnished by the MEES. As a result of these discussions, it became clear that it would be necessary and valuable to emend the prototype.

The balance of the meetings was dedicated to revising the prototypes, creating version B's for each of the courses, implementing the changes, reflecting on shared experiences, and continuing to make changes as a result.

One of the biggest challenges throughout this project was finding authentic documents for the Document Files. We were very conscious about the literacy levels of our students and had a difficult time trying to find relevant and appropriate documents.

The project was undertaken with great enthusiasm as the need for sharing and creation of Diversified Basic Education (DBE) material is a common concern for teachers across the province.

All meetings took place at PACC which proved to be a comfortable distance for everyone.

**2. Project Goals: Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.**

As stated previously, the goal was to create 3 new versions by 3 teams. But since we only had 2 teams of teachers, 2 new versions were created. However, since we also modified Version A, we surpassed our objective and worked on 4 exams.

In summary, 4 exams were modified or created for this PDIG:

- SST 5101-2 Version A (modified)
- SST 5101-2 Version B (new)
- SST 5102-2 Version A (modified)
- SST 5102-2 Version B (new)

**3. Project Outcomes: Describe/show the gains that the participating teachers achieved through this project.**

Teachers who participated in this project gained expertise in several ways:

- They received training by qualified pedagogical consultants.
- They collaborated provincially and learned from each other's experiences with respective implementation practices.
- Through working with the program, definition of domain and other relevant documents, teachers developed a deeper understanding of the course and can re-invest this learning in the development of open, complex and meaningful learning situations for their course.

**4. Reinvestment: Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.**

The exams created through this PDIG will benefit the greater community because the reality in our centres requires us to have several versions of each summative evaluation. Alternative evaluations are required so that students who have demonstrated readiness may be permitted to write a re-take of the evaluation. In addition, a student who does not succeed and re-registers for the course will be given a different version of the evaluation than that originally taken.

The learning achieved and the resources created through this PDIG will be shared in the following ways:

1. Teachers will bring this learning back to teachers at their respective centres.
2. The exams will be shared with the consultants from every Anglophone school board at the EPC (English Pedagogical Consultants) table.
3. The exams will be given to BIM so that they can be uploaded to the Gexamine software and shared provincially.
4. Teachers expressed interest in sharing their experiences at provincial workshops (AQIFGA and QPAT).

The teachers were very satisfied with this project and have expressed the need to apply for a similar PDIG once the programs and evaluations are released for the other social science courses.