Our PDIG, Developing, diffusing and translating pedagogical tools using GAFE in the Deep Learning pedagogy (Part 2), came to an early finish this year. Most of the teachers on this project were a part of the team during the 2018-19 school year, where we felt that we made significant progress, but were unable to accomplish all of our initial goals. The purpose of this years' project was to finish what was started and continue to build on the solid foundation of year one.

We encountered a number of scheduling problems this year. Our team consists of active student life teachers, including members of our grad committee, the resource team, our sports teams, our science fair coordinator and coordinators of various other committees. Scheduling a time which was convenient for all of us proved to be extremely difficult. Our extra-curricular duties, coupled with our day-to-day responsibilities tied to mid-year exams report cards and holidays, made finding common meeting times quite challenging. While we are all passionate about the work we've done on this PDIG, it was a challenge to balance all of our duties, which is why we were not able to meet more than twice. .

Despite our limited face to face time, we made significant strides on our initial goals. We reviewed the work that was completed in year one and listed the improvements that we wanted to make. This includes translating the existing work into French and to make the learning templates more user-friendly for the GAFE platform. We also wanted to include student exemplars for all templates and to have clear and concise instructions for the teachers. Finally, we aimed to develop at least five new templates to add to the existing ones developed in year one. Of these goals, we were able to translate half of the existing templates into French. This proved to be much more time consuming than initially expected, which is why only half we completed. The teacher instructions are much more clear, as well, so this goal was met. We were also able to collect student exemplars for nearly all of the templates, though because of the disruption to the school year, not all of these exemplars were able to be added to the files. We were not able to make concrete progress on developing new templates, however. There were many anecdotal conversations between the members about how we would like to push forward, but time constraints prevented us from developing solid ideas. Attached at the end of this report is a summary of goals and progress made.

As was the case last year, all of our work is accessible through Google Drive. Any educator using the GAFE platform is able to access the work that was completed this year, though as previously outlined, our work is far from complete. Because of our time constraints this year, we have not made further plans to share our work with our colleagues in English education, though we would have likely followed the route from year one, which is to make our work available through Google Drive and share at presentations in our school and our board. The link to view our files is:
https://drive.google.com/drive/folders/14OoSgeKbBYxEPiFxSNH0py-z1gNo8i8H?usp=sharing
Because our work is incomplete, I have only included viewable copies so as not to disrupt any work done as of now, nor impede any work that we do with these files in the future.