



Camerise Deep Dives Co-Teaching Module

***Copains Globaux* — Promoting Authentic Communication Through Virtual Projects with Other Language Teachers and Learners**

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FOREWORD

For an in-depth understanding of how we approach a typical *Deep Dive* professional development training, we recommend our [General Module](#). This detailed module will introduce you to the key principles underpinning the *Deep Dives*, as well as the different stages of our pedagogical approach.

Description

The *Copains Globaux* Initiative represents a collaborative virtual undertaking conceived during the 2021 Camerise Conference Ideathon. It originates from the partnership between language educators and learners hailing from diverse communities, namely Ontario and Marseilles, Ontario and Cameroon, and Ontario and Quebec. The initiative is formulated with the objective of fostering authentic, intercultural discourse and comprehension through the joint planning and teaching efforts of classroom instructors. Its design is predicated on offering a more accessible and equitable alternative to the international exchanges commonly undertaken in secondary schools.

Within this initiative, educators are paired to jointly strategize their classroom experiences, thereby cultivating an authentic language environment for their students. The proposition is made that the project assumes the role of the Independent Study Unit (ISU) and is integrated throughout the Foreign Second Language (FSL) course, whether in the Core, Extended, or Immersion program.

Student engagement encompasses shared virtual excursions in collaboration with [E2Adventures](#), collaborative mind-mapping and brainstorming sessions, vocabulary enhancement exercises, genuine conversations in the target language, and attentive listening within their respective teams. By addressing linguistic barriers, presenting an introductory video, generating artistic or STEAM (Science, Technology, Engineering, Arts, and Mathematics) responses to the information exchange, and culminating in a collective compilation shared upon the project's conclusion, students fulfill key objectives such as authentic language immersion, social interaction, digital citizenship, and cross-cultural collaboration.

The initiative is structured with a program syllabus outlining a planned trajectory for both students and educators. It incorporates Culturally Responsive and Relevant Pedagogy (CRRP), taps into Funds of Knowledge (FK), and utilizes strategies from the Common European Framework of Reference (CEFR) and Project Based Learning (PBL) in lesson design. The initiative involves the assessment and self-assessment of student work, reflections from both students and educators and professional development (PD) opportunities for participating educators.

The PD sessions are intended to assist educators in integrating CRRP, addressing project-related concerns, and fostering discussions in the target language within the classroom. The project is delineated into various stages, encompassing:

- teacher and project co-planning,
- pre-project discussions covering topics such as technology,
- social interactions, relevant vocabulary building, and digital citizenship,
- classroom video introductions,
- individual team meet-and-greet orientations,
- evaluations and self-reflections.

Employing both synchronous and asynchronous discussions between students from disparate communities, the initiative unfolds within partnering students of an individual class and extends to discussions with corresponding students from a different class. Culminating in a video compilation showcasing student creativity as an embodiment of their conversations with partners from the other class, feedback collected at the project's conclusion empowers educators to make pertinent and informed adjustments for subsequent implementations based on class requirements.

In essence, Copains Globaux aspires to advance intercultural comprehension and dialogue among students and educators within distinct French language learning communities, spanning Ontario, Canada, French-language school boards, English-language school boards, and the global Francophonie. The initiative not only affords numerous opportunities for professional development, collaboration, and reflection among educators and students but

also advocates for the virtual integration of second language development and cultural exchange within the classroom in an equitable and accessible manner.

Co-teaching within the *Copains Globaux* Initiative

ICI — Transition vers le Plongeon. Explication du cadre appliqué au Plongeon.

Learning Objectives (For Teachers)

Objectives of Camerise Deep Dives

The primary focus of Camerise Deep Dives is to provide support to trainers engaged in the professional development of Foreign Second Language (FSL) teachers, specifically in the realms of open education, pedagogy, assessment methodologies, adaptation strategies, and the creation of pedagogical and didactic resources. The overarching aim is to foster collaboration in the context of both learning and teaching.

Target Audience

Our intended audience comprises:

- Educators who seek innovative approaches for their students,
- Educators who aspire to offer a unique and unparalleled learning experience to their students.

Objectives of this Deep Dive

- Objective 1: Empower teachers to deliver an authentic language learning experience to students, aligning with the Common European Framework of Reference (CEFR), thereby establishing an equitable and more accessible language exchange model,
- Objective 2: Facilitate co-planning initiatives between teachers and their partnering counterparts, to develop a pedagogically relevant learning experience, grounded in the principles of Culturally Responsive and Relevant Pedagogy (CRRP),
- Objective 3: Enable the integration of this innovative approach into the classroom, providing an alternative to both the Independent Study Unit (ISU) and the traditional exchange models.

Objectives of the *Copains Globaux* Project

The *Copains Globaux* Project is guided by the following objectives:

- **Inclusive pedagogy**
 - Demonstrate respect for fellow francophones and languages in a broader context.
 - Foster an understanding and appreciation of various francophone cultures worldwide.
- **Based on the concept of “*Copains Globaux*”**

- Facilitate the pairing of classes from diverse communities, both nationally and internationally.
 - Embrace an interdisciplinary approach.
 - Root the project in the collaborative concept of co-teaching.
- **Being able to bring this into the classroom:**
 - Serve as a viable alternative to the Independent Study Unit (ISU).
 - Offer a contemporary alternative to traditional national or international exchange programs.

The *Copains Globaux* Project aims to be an inclusive, culturally enriching, and globally connected educational initiative, promoting intercultural understanding and collaboration among students and educators alike.

Duration of Activities for this Deep Dive

Part 1—Teacher Focus (why?)

Activity 1: Co-teaching Ice Breaker 25 min

Activity 2: Pre-project teacher co-planning—curriculum, teaching style, and cultural perspectives (informing each other of appropriate language based on specific settings) 25 min

Activity 3: Pre-project teacher co-planning—class considerations and CRRP 25 min
(presenting relevant vocabulary and discussing possible topics of interest, possible questions that would be engaging and appropriate for students)

Co-planning— Interdisciplinary aspect— Roleplay: Two teachers— One teacher teaches social studies, and the other teacher teaches French language— What are some ways that you can plan interdisciplinary activities for the two classes?

Activity 4: Role play the *Copains Globaux* project (One person represents a class from elsewhere and the other person represents Canada—Model a conversation that would be happening amongst students) 25 min

Show TCDSB video as inspiration for the response in Part 2—[TCDSB Anti-Racism Video Contest Winners Compilation](#) 5 min

Part 2—Teacher Role-Playing a Student in the Classroom (how?)

Activity 5: Part 2 Ice Breaker— <i>La Biographie Langagière</i> (teacher partners)	15 min
Activity 6: Watch E2Aventures virtual field trip video—Catalyst	15 min
Activity 7: Mind-mapping the answers to questions and discussion prompts set out during the planning stage	15 min
Activity 8: Consultation with class partners to create a team response	20 min
Activity 9: Create a 1.5 to 2-minute response video	25 min
Activity 10: Share video compilation	15 min
Activity 11: Evaluation and reflection of product (rubrics)	15 min

3. SELF-REFLECTION

3.1 <i>Deep Dive</i> feedback	x min
3.2.1 Conclusion	x min

TOTAL **x min**

1 PLANNING

1.1 Starting Supplies

Here's a list of supplies you'll need to run this module.

Tools

	In-person	Remote
Computer	x	x
Reliable Internet connection	x	x
Location	x Meeting room, classroom, etc.	x Zoom or any other video conferencing tool
Projector and screen	x	

A note-taking document	x whiteboard, chalkboard or flipchart	x Jamboard or similar solution
Video recording device to film and share project responses i.e., iPad, smartphone, document camera, etc.,	x	x

For in-person sessions, collaborative note-taking activities (e.g., collecting participants' answers) can simply be done on the board using markers.

Whether in person or remotely, we can also project a note-taking document that can be sent to participants at the end of the workshop. This document can be a Google Doc, a Word file, a Jamboard, etc.

*To prepare a Jamboard link, follow these steps:

1. Open your browser and go to Jamboard.
2. At the bottom right of the screen, click on "New Jam."
3. Your Jam will be automatically saved in your account.

[More information via Google Support.](#)

Documents

In the context of an in-person presentation, one may opt to project the documents employing a projector or preclude the need for electronic display by generating photocopies in advance of the workshop, contingent upon the available tools and personal preferences.

Whether the presentation occurs in person or remotely, the option exists to disseminate either the entirety or specific segments of the documents to the participants preceding the scheduled session. This proactive measure affords participants the opportunity to peruse the material in preparation.

The responsibility lies with the trainer to duplicate the original documents, either in digital format to preserve the integrity of the foundational documents or in tangible form for dissemination during in-person engagements. The determination of this selection rests with the discretion of the trainer.

Should the preference lean towards the sharing of document links, it is advisable to authorize editing permissions for anyone possessing the link, thereby facilitating collaborative written contributions. It is pertinent to note that the documents presented herein are formatted for read-only access.

Here is the list of documents to copy, to share an editable link or to photocopy:

- The current document [Co-teaching Deep Dive](#)
- Documents needed for the activities
- [Copains Globaux —Jamboard template \(Plongeon\)](#)
- [Feedback Survey](#)
- *Deep Dive* calendar (List and duration of activities on page 4)

1.2 Timeline of a Deep Dive

In a typical year, the planning cycle for *Deep Dive*-type professional development training is as follows:

- March-June: identify professional development (PD) opportunities for the following year that could benefit from Camerise support and the *Deep Dives* format
- Aug-Sept: plan RFP opportunities for the year
- Sept-Oct: launch DP promotion
- Oct-April: run DP workshops such as *Deep Dive*; solicit feedback from participants at the end of each workshop

1.3 Tutorial to Learn How to Use the Tool

To discover a selection of resources for an introduction to the *Deep Dives* format, click on the [Express Card: H5P interactive book and Pressbook](#).

2 EXECUTION

2.0 Planning a Deep Dive

Review the [supplies](#) list to prepare tools and documents for the workshop.

Before the in-person workshop: according to your preferences, share with the participants:

- A document introducing open education concepts:
 - In French, [a short guide on Creative Commons Licences and Copyright](#), created by Pauline Le Bot and Mirela Cherciov.
 - In English, [OER 101](#) by Sarah Coysh, Stephanie Quail, & Hilary Barlow who are librarians at York University. It is a presentation on Open Education, Open Pedagogy, and OER.
- Prepare the screen, projector, and computer. Check the internet connection. Make a copy of <list of documents>. Project <document name> and your name on the screen.

Before the remote workshop: prepare the computer and check the internet connection. Make a copy of <list of documents> (to avoid editing the original and be able to reuse it later).

2.1 Icebreakers

If the group doesn't yet know each other, you can start with a quick round-table discussion or other ice-breaking activities.

2.1.1 General Objectives of the Co-Teaching Deep Dive

Present the general objectives to the participants:

- Objective 1: Teachers giving the students an authentic language learning experience (CEFR)—in essence an equitable and more accessible language exchange model
- Objective 2: Co-planning with a partnering teacher to develop a relevant pedagogical experience (CRRP)
- Objective 3: Being able to bring this into your classroom as an alternative to the Independent Study Unit (ISU) and an alternative to the traditional exchange.

2.1.2 Self-Introduction of Teachers as Language Learners (x min)

Activity 1: My Language Autobiography

Learning objectives:

- Reflect on personal relationship with languages

Suggested working method:

- Alone

Approximate duration: 5 minutes

Supplies: laptops/devices, projector, Jamboard (link)

For trainers	For participants
<p>Exemplar: Activité Biographie langagière (Inalco)</p> <p>Activity sequence: 1. Altogether, take a look at the example of the language autobiography (https://view.genial.ly/617ab293fe862e0de562)</p>	<p>Instructions: Activité Biographie langagière (Inalco) 1. Individually, read or view the examples of the language autobiography conducted in class settings: Le Mai des Langues 2021 Biographie langagière des CM2b de l'EPFD</p>

For trainers	For participants
<p>24eb/interactive-content-entrainement-au-mini-defi-de-la-semaine-1)</p> <p>2. Ask the participants to share 3 of the areas shown in the document</p> <p>3. Read the following: https://www.ecml.at/Portals/1/6MTP/project-ollivier/documents/A%20-%20StoryMap%20FR.pdf?ver=2022-11-10-160959-957</p> <ol style="list-style-type: none"> Once you have read it, take a moment to critique it. Have you ever thought about doing an activity like this in your class? Have you already done a similar activity? Now find a partner. (The trainer can pick the partner depending on the group dynamic) Propose some changes for this activity so that it makes more sense for your level of teaching and your class. Provide some examples of the completed language autobiography activity— Le Mai des Langues 2021 Biographie langagière des CM2b de l'EPFDhttps://sandrinemeldener.wordpress.com/2014/05/27/ma-biographie-langagiere/ 	<p>https://sandrinemeldener.wordpress.com/2014/05/27/ma-biographie-langagiere/</p> <ol style="list-style-type: none"> Are there any other examples of language autobiographies that you are familiar with that you have done with your students? Critique and propose some changes that might make this activity more relevant to your teaching objectives/class level. Share with the whole group. Optional Extension: Make a mental map of all of the suggestions so that all the participants can have a better idea of the key concepts that they could include in their personal language autobiography activity

Activity 2: Pre-project teacher co-planning—curriculum, teaching style, class considerations, CRRP, and cultural perspectives

Learning objectives:

- understand PBL—project-based learning emphasizes the creation of a tangible product or outcome. It involves students working on a project that integrates various skills and knowledge.

2. to inform each other of appropriate language on cultural differences, both interesting and problematic in a culturally sensitive and adaptive manner.
3. to present relevant vocabulary and to discuss possible topics of interest and possible questions that would be engaging and appropriate for students.

Suggested working method:

- In pairs or groups of 3 or 4 (consider P/J and I/S pairings).

Approximate duration: 20 minutes

Supplies: . . .

For trainers	For participants
<p>Activity sequence: —Based on the learning objectives of activity 2, pull out the curriculum expectations that will be addressed and compare them to find a middle ground using role play and the following guiding questions: —Teaching styles vary from culture to culture and classroom to classroom—What are some of the strategies that you use in the classroom? What are some things that you can do to use your teaching styles to benefit language learning? —How can we promote and ensure that all of the diverse cultural perspectives are listened to while students are working on the project?</p> <ul style="list-style-type: none"> • Inform participants to be aware of some outcomes from using Zoom recordings and transcriptions to guide students on how to interact appropriately and culturally with other peers. 	<p>Instructions:</p> <ul style="list-style-type: none"> • Compare curriculum expectations with your partner and find a middle ground for the activities that you want to include in your project and the expectations that you would like to see in the project. • The trainer will choose a specific expectation from the French language curriculum document (possibly oral fluency/authentic and spontaneous conversations while communicating and adding to a conversation on a relevant topic). • A variety of questions for you and your partner to answer: <ul style="list-style-type: none"> ○ What are some of the strategies that you use in the classroom? ○ What are some things that you can do to use your teaching styles to benefit language learning? ○ How can we promote and ensure that all of the diverse

For trainers	For participants
	<p>cultural perspectives are listened to while students are working on the project?</p> <ul style="list-style-type: none"> • Think about how to deal pedagogically and ethically with video and transcription, specifically on Zoom and the recording of conversations on Zoom.

2.1.3—Ice Breaker—Reflection

Activity 3: Co-Teaching Ice Breaker—Reflection

1. How do you get students to be more comfortable in speaking authentically and spontaneously? (Ontario FSL Curriculum Document) (CEFR Expectations)

[The Ontario Curriculum, French as a Second Language, Grades 1–8. 2013](#) by The Ontario Ministry of Education | © All rights reserved.

[The Ontario Curriculum, French as a Second Language, Grades 9–12. 2014](#) by The Ontario Ministry of Education | © All rights reserved.

[The CEFR Levels](#) by The Council of Europe | © All rights reserved.

2. What are some of the things that you do to give your students opportunities to improve their listening and oral skills?
3. How do you know a concept has been understood and not a mere regurgitation? (Related to getting to higher order thinking on Bloom’s Taxonomy)

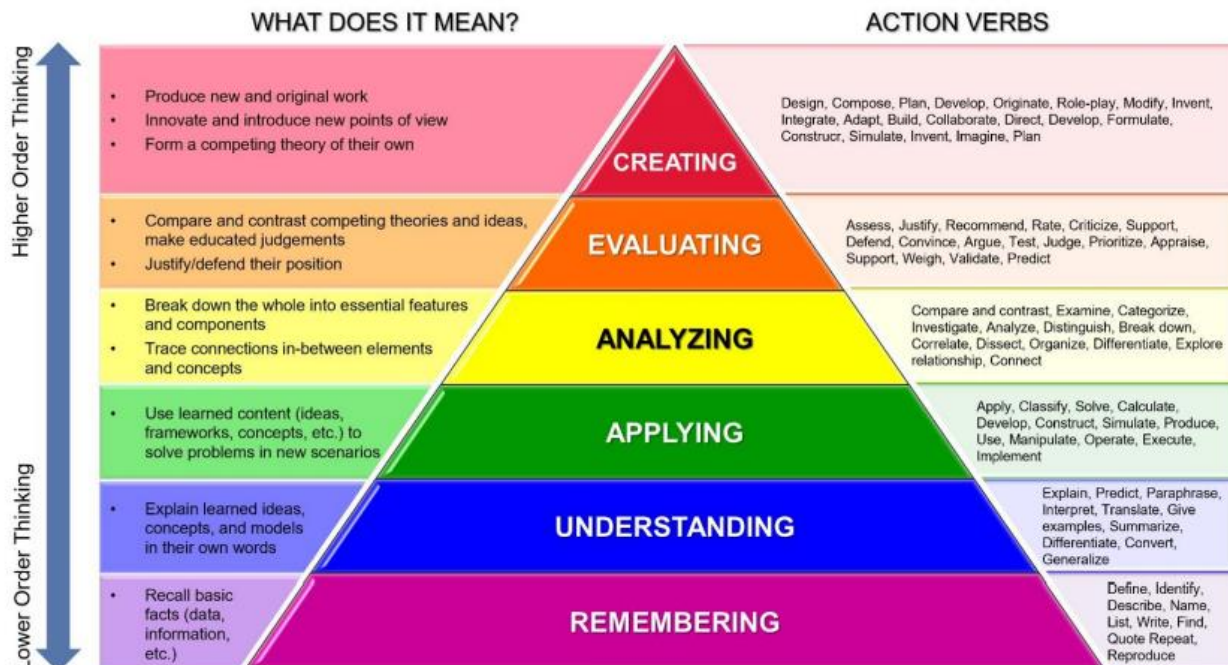
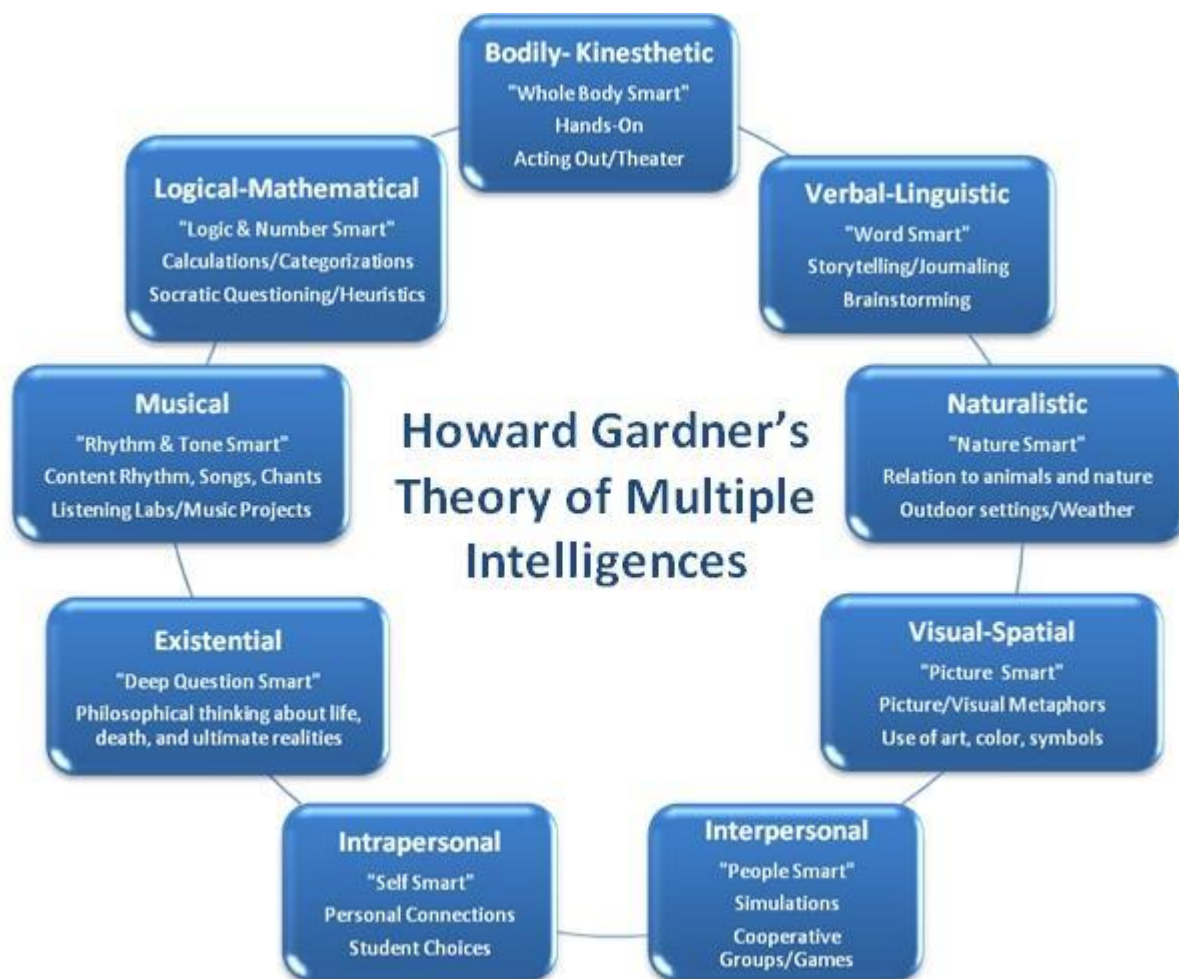


Figure 1: Bloom's Taxonomy of the Cognitive Domain

Source: [Bloom's Taxonomy for Learning: The Cognitive Domain](#) by Andrew Molas & Robert D. Winkler for [Teaching Commons at York University](#). CC BY-NC-SA 4.0. Page 2.

- In your class, how do you differentiate so that students' needs and diverse ways of understanding can be expressed (related to Gardner's theory of multiple intelligences)? How do you integrate social issues, STEM and the Arts (drama, song, dance, etc) in your classroom?



[Howard Gardner's Multiple Intelligences](#) by Jgreene34 via Wikimedia Commons. Public domain.

5. How do you ensure a strong oral component is tied to student work?
6. How versant are your students in using technology to complete and submit tasks/assignments? How do you know?
7. How do you know that your students will be appropriate when they talk to people internationally?
 - a. Do they understand that bantering, humour and casual conversation norms might differ from culture to culture?
 - b. What are some strategies that we can use to prepare and inform our students before the start of international conversations via Zoom?
 - c. What would be an acceptable response when someone from a different culture does or says something that might not be acceptable in our culture?

Learning objectives:

- Decide if that authentic oral piece, based on the CEFR is being used in the classroom
- Linguistic confidence is important. How do we make that happen?

Suggested working method:

- Groups of 2 or 3

Approximate duration: 15 minutes

Supplies:

- In-Person: Laptop (or other devices), projector (to show the questions), Jamboard with the questions
- Virtual: Laptop (or other devices), Jamboard with the questions

To duplicate a Jamboard on your phone or tablet:

Launch the Jamboard app and find the jam you want to duplicate. Tap the More (three-dot) button in the lower-right corner of the jam. Several options appear. Select Make a copy.

For trainers	For participants
<p>Exemplar: Copains Globaux — Jamboard template (Plongeon)</p> <p>Activity sequence: —Put participants in groups of 2 or 3 —Provide participants with the questions they will be asking each other —Provide 3 to 5 minutes per question for participants to write down their answers on Jamboard. As a trainer, act as the timekeeper</p>	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Use the Jamboard to answer the questions 2. You will be given 3 to 5 minutes to answer each of the questions. The facilitator will be the timekeeper.

2.2—The Project

Activity 1: Role play the Copains Glocaux project (One person represents the partner class and the other person represents the Ontario class—Model a conversation that would be happening amongst students)

Learning objectives:

- Understand the process of the project
- Understand the upsides and challenges associated with pairing students from different classes and geographical areas
- What does the PBL outcome of the project look like

Suggested working method:

- Individual (For E2 Adventures portion)
- In pair (For project portion)

Approximate duration: 45 minutes

Supplies: Laptop, Projector, Screen, Google Form, different tables, chart paper/wipe board, (If virtual, you should open up different breakout rooms for group work)

For trainers	For participants
<p>Activity sequence:</p> <ol style="list-style-type: none"> 1. Introduce each other—What do we want the two students to know about each other (ie. school environment, community, etc.)—This can be the creation of a video. 2. Show an example of an E2 Adventures interview (1 interview with a synopsis of what it is)— E2 Adventures 3. Create a short Google Form based on the curriculum information that is on the E2 Adventures website) 4. Inform the participants to work using the chosen expectation from activity 2 5. Choose a country/city from a francophone community and Ontario. Assign participants to one or the other and then pair them up accordingly. 6. The PBL response can be a STEAM response, it can be a Google Slide presentation, a written expression, a 	<p>Instructions:</p> <p>Individually</p> <ol style="list-style-type: none"> 1. Make a video to present their city/neighbourhood/class/school/family (like Audrey did)—have them focus on what is different. 2. Watch 1 E2 Adventures interview — E2 Adventures 3. Answer the questions on the Google Form <p>In Pairs</p> <ol style="list-style-type: none"> 4. Work with an educator from another country/city from a francophone community. One of you is from the local community and the other is from another country/city from the francophone community. 5. Here are some ideas for PBL responses. For the sake of time, assign the participants a theme, possibly an artistic response. Give

For trainers	For participants
<p>poem, a skit, a science presentation, a commercial, a public service announcement, an interview, a debate, etc.</p> <p>7. If there is time, show the TCDSB anti-racism video winners compilation https://youtu.be/dkP_Hv_Utu0?si=ZToSIWgo47y5nN6u as well as Black and Blue Matters YouTube multimedia production https://youtu.be/dkP_Hv_Utu0?si=xgyhAcfAABon5EIQ</p> <p>8. Mention the self-reflection activities and the appendices for further exploration on their own.</p>	<p>an example—Your partner creates and reads a poem to you. You ask your partner questions about the poem to further understand. You are now going to create a public service announcement (between 90 seconds and 2 minutes) based on the poem that was read to you. Your partner is going to give an artistic interpretation and response to something that you present to them.</p> <p>6. Present your project or choose to talk about the process and any challenges that you encountered</p>

Note To Our Selves—Let’s now go back and reflect on each of the steps—this allows the participants to reflect on how they can adapt the project for their own classes

2.3—Project—Reflection

2.3.1—Rubric Reflection

Activity 1: Aligning rubrics with assessment—reflection

Learning objectives:

- Understanding the rubrics
- Reflect on the assessment to ensure that it meets the needs of the learners as well as your pedagogical objectives.

Suggested working method:

- In pairs—no longer with your partner from activity 4 but with a new partner

Approximate duration: 10 minutes

Supplies: chart paper/laptop, projector, screen

For trainers	For participants
<p>Activity sequence:</p> <ol style="list-style-type: none"> 1. Ask the participants to work in pairs with someone from another group for this activity. 2. Get acquainted with the rubrics for this project— https://www.pblworks.org/search?keys=rubrics 3. Choose one rubric from this folder and have the participants analyze the rubric and modify/adapt it so that it fits their assessment needs. 	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Work in pairs with someone from another group for this activity 2. Analyze this rubric (that the trainer will give you) and modify it or make suggestions on how you would modify it so that it fits your assessment needs. This will be given to your students so that they have a better understanding of the learning.

Activity 2: Preparation, Process, and Product—Reflection

Learning objectives:

- Reflect on pedagogy
- Ensuring there are entry points for all of the learners in your class.
- Measure impact of activity on student communication and outlook on exchanging in French—Is there merit in doing an iteration of this project in their class?

Suggested working method:

- Alone
- All participants

Approximate duration: 10 minutes

Supplies: Flipchart, Sticky notes, markers

For trainers	For participants
<p>Activity sequence:</p> <ol style="list-style-type: none"> The participants are in the role of the Teacher. Ask the participants to complete the Teacher Impact Form. Ask the teachers to write down their thoughts and responses to “Is there merit in doing an iteration of this project in their class?” on sticky notes (if in person) and then share them on chart paper. If this is virtual, it could be done using Jamboard. Once participants have written down their thoughts have a group discussion so that they can rank their thoughts for future iterations of the activity. What have they learned from this? What would they do differently? 	<p>Instructions:</p> <ol style="list-style-type: none"> Fill out the Teacher Feedback Form (https://forms.gle/x7wxTG7TiXFebeYH8) Get a sticky note and answer the following question: Is there merit in doing an iteration of this project in their class? Put your sticky note on a chart paper and be ready to discuss what you wrote with the other participants so that everyone has a chance to think about what they have learned and what they would do differently.

Activity 3: Evaluation and reflection of student experience

Learning objectives:

- What are the students saying after the project? Is this something that the students want more of?
- Ask students to fill out a feedback form—What is the impact for themselves as students moving forward? How do you feel that your approach to speaking, reading, and writing French has changed throughout the project?

Suggested working method:

- Alone
- All participants

Approximate duration: 5 minutes

Supplies: Google Form

For trainers	For participants
<p>Activity sequence:</p> <ol style="list-style-type: none"> 1. Now the participants are in the role of the “student”. As students in the project, ask the participants to fill in the Student Feedback Form. Tell the participants that the Feedback Form can also be adapted based on your needs and based on information that you would like to know. 2. Have the participants share their answers as the person going through the activity. 3. Ask the participants how they would better design the questions for their own students now having filled out the Student Feedback Form. 	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Fill out the Student Feedback Form 2. Share your answers with the group.

2.2.5 Possible extensions

In the event of an extended duration for the workshop, spanning multiple days of training, prudent consideration may be given to allocating dedicated intervals for collaborative endeavours. This would allow participating groups to delve more deeply into the development of the proposed activities. At an advanced stage, it becomes conceivable to endorse the formulation of a comprehensive program.

If the working groups express a desire to share their creations and have duly applied the pertinent copyright principles, the resultant outputs can be disseminated and published on communities of practice. These may include platforms specializing in the distribution of Open Educational Resources, such as [Camerise](#).

https://youtu.be/dkP_Hv_Utu0?si=ZToSIWgo47y5nN6u

https://youtu.be/dkP_Hv_Utu0?si=xgyhAcfAABon5EIQ

Click here to view pictures of Pilot Project Core French class at Kitchener Waterloo Collegiate and Vocational School with Mme Monique Vording:

https://drive.google.com/drive/folders/1wLOEFdtgBIKC4l-FXizXUL_LcGPPNyKQ?usp=drive_link

3 SELF-REFLECTION

3.1 Feedback (x min)

Activity title: Survey

Teaching objectives:

Gather feedback from participants

Suggested working method:

Individually

Approximate duration:

10 minutes

Supply:

Printed survey (in person) or e-mailed survey (remote)

For trainers	For participants
<p>Activity sequence: Invite participants to complete the feedback survey while they are still present at the workshop.</p>	<p>Instructions: Please complete the attached survey at the end of our workshop.</p>

3.2 Invitation to the next Deep Dive (x min)

Activity title: The last word

Teaching objectives:

- Asking questions
- Thanking participants
- Invite to follow other *Deep Dive* modules

Approximate duration: 5–10 minutes, depending on questions

Suggested working method: All participants

Supply: *Deep Dive* calendar (if applicable)

For trainers	For participants
<p>Activity sequence: Regain the group’s attention and solicit final questions from participants. Thank them for taking part in the <i>Deep Dive</i> and invite them to take other <i>Deep Dive</i> modules—show the schedule of <i>Deep Dives</i> planned if applicable for co-teaching, coaching-mentoring or other purposes.</p>	<p>Instructions: Ask final questions. Consult the <i>Deep Dives</i> calendar to choose your registration.</p>

3.3 Possible adaptations

- Classroom activity for high school students
- Classroom activity for elementary students
- Activity for education superintendents who orient new employees
- <other adaptations>

4 ADDITIONAL RESOURCES FOR FURTHER ANALYSIS

Please refer to this document for additional analysis, especially related to coaching or collaborative and inclusive pedagogies in general.

5 APPENDICES

If needed, present the appendices for this Deep Dive.

Appendix 1: E2 Aventures

Discover E2 Adventures—live-streamed, interactive, virtual experiences which take students in grades 6 to 12 on explorations of systems to see how Science, Tech, Engineering, Arts, and Math apply in the real world.

<https://www.e2adventures.com/accueil>

[E2 Aventures](#)

Appendix 2: Project-Based Learning

Definition of Project-Based Learning (PBL):

Project-Based Learning (PBL) constitutes a pedagogical approach wherein students actively acquire knowledge by engaging in tangible, real-world projects that hold personal significance. This methodology serves to imbue vitality into the educational process, with educators serving as catalysts for active student involvement.

Within the framework of Project-Based Learning, students dedicate an extended timeframe—ranging from a week to a semester—to collaboratively address genuine real-world predicaments or tackle intricate questions. Their proficiency is showcased through the creation of a public product, or a presentation tailored for a legitimate audience.

The outcomes of Project-Based Learning extend beyond the acquisition of profound content knowledge, fostering the development of critical thinking, collaboration, creativity, and communication skills among students. This approach engenders a dynamic, creative synergy that permeates the learning environment, influencing both students and educators positively.

A more formal delineation posits that Project-Based Learning is a pedagogical methodology wherein students acquire knowledge and skills through sustained efforts directed at investigating and responding to an authentic, engaging, and complex question, problem, or challenge.

<https://www.pblworks.org/search?keys=rubrics>

Appendix 3: Language Biography

[Une nouvelle exploitation de la biographie langagière en didactique du français. Tisser des liens entre rapport aux langues et compétences plurilingues des élèves \(openedition.org\)](https://www.openedition.org/)

Appendix 4 Experiential Learning

<https://www.octe.ca/en/resources/online-learning-experiential-learning>

<https://www.octe.ca/fr/resources/resource-folder/assessment-and-evaluation-experiential-learn>

<https://www.octe.ca/en/resources/resource-folder/assessment-and-evaluation-experiential-learn>

Appendix 5 Exemplars of STEAM Responses

[TCDSB Anti-Racism Video Contest Winners Compilation](#)

[Black and Blue Matters No One Gives a F**k About a Cop—Grand Acts of Theatre | Envolées théâtrales](#)

Appendix 6 Rubrics

[PBL Works Rubrics](#)

<https://www.pblworks.org/search?keys=rubrics>

Appendix 7 Student Feedback Form

Student Feedback Form—Monique Vording

<https://forms.gle/x7wxTG7TiXFebeYH8>

1. What is one thing you learned and loved throughout this semester in this class?
2. What is one thing you would have done differently this semester in this class?
3. What did you enjoy most about the process of working on your final project?
4. What is one thing that you would change about how you worked on your final project?
5. What is one thing you are proud of in your final project?
6. What do you think would help make your project more effective?
7. Thinking back on the things that you have done in this class, would you recommend it to your friends? Why?

Appendix 8 Teacher Feedback Form

Teacher Feedback Form—Monique Vording

<https://forms.gle/DgKjpCWMsMiqLHCB7>

1. How did the *Copains Globaux* pilot project impact your class?
2. What element would you change and why?
3. Please rate the importance of each element of the project:
 - Co-planning with partner teacher

- Digital citizenship and review of online collaboration
- Starting with a video catalyst (i.e. E2 Aventures)
- Choosing a class topic (student choice)
- Creating classroom teams
- Introductory work to get to know project partners: school, location, class introduction (video)
- Virtual meetings between student teams (here and abroad)
- Preparation of question and sentence prompts for student meetings
- Allowing for spontaneous and natural conversation between students
- Weekly check-ins with class teams
- Rubrics for French language competencies: listening comprehension, speaking (negotiating, convincing), reading comprehension, writing
- Final product—STIAM and/or arts response
- Video creation of each project/product
- Video compilation of all class products
- Product exchange and celebration with partner class
- Student and teacher feedback/debriefing

6 Works Cited

1. Camerise Deep Dives: An innovative approach to professional development in collaborative and inclusive FSL pedagogies - General module

Author: Yarubi Díaz Colmenares, Dominique Scheffel-Dunand and Adam Smit;
Instructional designer: Pauline Le Bot; Editor: Diane Epassa Boulou

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<https://docs.google.com/document/d/19to9hVqyfNn3KuQIsLmU4VcVp6aE4Im6/edit>

2. E2 Adventures | Aventures E2: A non-profit field trip company on a mission to revolutionize the education system

Gregory Frank: FOUNDER & EDUCATIONAL EXPERIENCE DESIGNER

<https://www.e2adventures.com/home>

3. Ontario Curriculum and Resources: Discover what students are learning

Culturally Responsive and Relevant Pedagogy (CRRP): In an inclusive education system, students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences

<https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/human-rights-equity-and-inclusive-education>

4. Ontario Language Curriculum: Culturally responsive and relevant pedagogy (CRRP) recognizes students' various cultural and linguistic identities as critical resources in language and literacy instruction and learning. Knowledge of English language learners' strengths, interests, and identities, including their social and cultural backgrounds, is important. These *funds of knowledge* are historically and culturally developed skills and assets that are central to creating a richer and more meaningful learning experience for all students and promoting a socially and linguistically inclusive learning environment. Sep 2024
<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language/context/considerations-program-planning#instructional-approaches>

5. Funds of Knowledge (FK): Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. This approach will help staff ensure culturally relevant programming. Sep 26, 2023
<https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video#:~:text=Funds%20of%20Knowledge%20are%20the,staff%20ensure%20culturally%20relevant%20programming.>

6. Common European Framework of Reference (CEFR): The user/learner as a social agent
<https://www.coe.int/en/web/common-european-framework-reference-languages/the-user/learners-as-a-social-agent>

7. Common European Framework of Reference (CEFR): The action-oriented approach
<https://www.coe.int/en/web/common-european-framework-reference-languages/the-action-oriented-approach>

8. Common European Framework of Reference (CEFR): Plurilingualism and pluriculturalism
<https://www.coe.int/en/web/common-european-framework-reference-languages/plurilingualism-and-pluriculturalism>
[*The CEFR Levels*](#) by The Council of Europe | © All rights reserved.

9. Project-Based Learning (PBL): Project-Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. <https://www.pblworks.org/what-is-pbl>

PBL Rubrics:

https://my.pblworks.org/resources?f%5B0%5D=type%3A27&_ga=2.77362972.86553312.1705277084-999493456.1686685257

10. Global Network Learning (GNL): Globally networked learning (GNL) refers to an approach to research, learning, and teaching that enables students, faculty, and non-academic researchers from different locations around the world to participate in, and collaborate on, knowledge-making processes and concrete research projects

<https://yorkinternational.yorku.ca/gnl-archived/>

Project Team at York University - Prof. Dominique Scheffel-Dunand, Academic Lead, Globally Networked Learning Project/Lead, Bilingual Open Educational Resources/former Associate Dean for Research and Graduate Studies, Glendon
dsdunand@glendon.yorku.ca

11. To prepare a Jamboard link

<https://support.google.com/jamboard/answer/7384353?hl=fr>

12. FEEDBACK SURVEY – CAMERISE DEEP DIVES

<https://camerisefsl.ca/resources/feedback-survey-camerise-deep-dives/>

13. To discover a selection of resources for an introduction to the Deep Dives format, click on the Express Card: H5P interactive book and Pressbook.

<https://camerisefsl.ca/resources/fiche-express-le-livre-interactif-h5p-et-pressbook/>

14. Presentation on Open Education, Open Pedagogy, and OER (English)

Authors are Sarah Coysh, Stephanie Quail, & Hilary Barlow, librarians at York University.

<https://camerisefsl.ca/resources/oer-101-module-1/>

15. Documents introducing open education concepts: a short guide on Creative Commons Licences and Copyright (French)

Created by Pauline Le Bot and Mirela Cherciov <https://camerisefsl.ca/resources/fiche-express-creative-commons-et-choix-de-ressources/>

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[Le Mai des Langues 2021 | Biographie langagière des CM2b de l'EPFD](#)
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(<https://view.genial.ly/617ab293fe862e0de56224eb/interactive-content-entrainement-au-mini-defi-de-la-semaine-1>)
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24. TCDSB anti-racism video winners compilation (For both educators and students)
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25. Black and Blue Matters YouTube multi-media production (Educators only)
https://youtu.be/dkP_Hv_Utu0?si=xgyhAcfAABon5EIQ
26. Project-based Based Learning (PBL)
<https://www.pblworks.org/search?keys=rubrics>
27. Experiential Learning <https://www.octe.ca/en/resources/online-learning-experiential-learning>
28. Student Feedback Form - Monique Vording
<https://forms.gle/x7wxTG7TiXFebeYH8>