Suggested reading for this workshop: Theoretical Foundations
Section A: Phase 1

Session goals
- Discuss role of projects in participants' teaching experience.
- Explore and define project-based pedagogy and its characteristics.
- Present phase 1: final project presentation.
- Connect phase 1 to some key elements of the learning process: personalization, contextualization and anticipation.

Session plan
- Participate in Reflect-Share-Discuss activity on project-based learning.
- Explore the balanced literacy approach.
- View DVD phase 1: present final project and fill out an organizational chart of the various final project components during DVD viewing; participate in a discussion on key elements of final project.
- View final projects on the DVD to identify project components.
- Brainstorm a project and possible components based on an organizational chart.

Materials
- DVD: a. phase 1, Grade 8; b. Final projects, Grade 7 and Grade 8
- Photocopies: Participants 1.1 (two copies per participant), 1.3

Activating prior knowledge

WORKSHOP INTRODUCTION

1. The facilitator presents session goals and plan using *Workshop 1 Goals and Plan* slides.

2. The facilitator informs participants that they will learn about phase 1, in which the teacher presents the final project and distributes the sheet *1.1: Phase 1*

Description to participants.

INTRODUCTION TO PROJECT-BASED PEDAGOGY

3. The facilitator asks participants to give examples of different types of publications, to list the various components of those publications, and to explain what makes them interesting and attractive.

4. The facilitator presents authentic writing projects connected to their prior experiences. Those projects incorporate the oral and/or visual with the written: an annual report, this workshop, comic strips, poetry readings, brochures, advertisements and others. If desired, the facilitator can present examples using the slide *Examples of Authentic Writing Projects*.

5. The facilitator tells participants that the teacher in the clip to be viewed is presenting her project and the genre and type of texts to be studied. She is presenting the written and visual components.

6. The facilitator gives participants *1.2***: *Final Project Components***, which contains an organizational chart of the different components of the final project. Using the *Final Project Components* slide, the facilitator explains to participants that their task is to complete the organizational chart while viewing the DVD. There is no oral component presented in the clip. The facilitator asks participants if they could think of an oral component for this project.

Enhancing knowledge

VIEWING PHASE 1 AND DISCUSSION

7. During viewing of DVD phase 1, participants complete the organizational chart to identify the main ideas of the Grade 8 project.

8. Participants view DVD -phase 1, Grade 8.

9. The facilitator invites participants to reflect on the post-viewing questions. The facilitator can choose from proposed discussion subjects on the *Phase 1 Post-Viewing Questions* slide.

    a. How do the teachers, Jill and Tina, personalize, contextualize and anticipate the final project?

    b. What role does the project play in student motivation? In your opinion, which elements of the final project will motivate students?

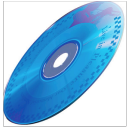   c. Why is it important to provide students with choices?

    d.   What oral component could be added to Quotable Quotes final project?

FINAL PROJECTS: VIEWING AND REFLECTION

10. The facilitator presents final project clips:
   - ➢ Grade 8 Writers' Workshop
   - ➢ Grade 7 Language Arts

11. Participants view final projects.

12. Using the *Final Project Viewing Questions* slide, the facilitator asks participants to reflect on the questions following final project viewing:
   - a)   What were the genre and type of texts being studied
   - b)   What was the written component?
   - c)   What was the visual component?
   - d)   What was the oral component?
   - e)   What is the importance of incorporating these different components with teaching and learning?

13.   Whole-group sharing

Reflecting and reinvesting

REFLECT-SHARE-DISCUSS

14. Using the *Reflect-Share-Discuss* slide, the facilitator invites participants to take part in a Reflect-Share-Discuss activity on the role projects play in their teaching. The facilitator asks each participant to reflect on the following questions, to then share ideas with a partner and, finally, to discuss them with the whole class:
   - a. *What roles do projects play in your teaching?*

   - b. *In your opinion, what are the advantages and disadvantages of project-based pedagogy?*

15. The facilitator returns to the Reflect-Share-Discuss activity by giving participants the sheet *1.3: What is Project-Based Learning?*. The facilitator and participants review and discuss it.

16. Using the *Additional Examples of Final Projects* slide, the facilitator presents additional ideas for potential final projects.

17. The facilitator distributes the sheet *1.2: Final Project Components* to participants and asks them to complete the organizational chart by thinking about a possible final project for their teaching level. Participants may form groups by teaching level.