

**Title:** Embedding exam preparation in learning activities

**Teacher:** Yıldız Erdoğan

**School:** Çepni Primary School-Afyonkarahisar

**Level:** Secondary school- 8th grade students

**Subjects:** English-Precautionary Measures, Preferences, Empathy

**Time:** 8 hours

**Management:** Whole class, Teamup Groups

**Aims:** The ultimate aim is to encourage students to take the responsibility of their own learning process by working with their peers from both their own countries and foreign countries and share their work with others with the help of innovative technology. Students include the usage of the technological tools in their education. The students will be able to ask and answer questions about Precautionary Measures-Sensible precautions, Preferences-Holiday activities, Empathy-Understanding others. The students will be able to describe something in a simple list of points, give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, warn others to take care or to refrain from doing something, advise others to do something, suggest a course of action, inquiring about and expressing agreement, disagreement, preferences, want, desire, offering to do something, accepting or declining an offer or invitation, Warning others to take care or refrain from doing something, advising others to do something, suggesting a course of action, inquiring about and expressing approval and disapproval, understanding simple stories and acknowledging others' viewpoints, expressing personal opinions, expressing sympathy.

**Task:** Problem solving (their ship is sinking and they can take only 5 things with them to a nearby island). They are asked to write the things they want to take with them and stating their reasons. For one day changing roles with their parents or siblings. Stating their preferences for one day.

**Assumed knowledge:** Use of English Language: in order to, adj+enough, I would rather, revision of structures learnt before, main tenses, ,adjectives/ adverbs, suggestions, requests and sentence.

**Aids:** BOOKS

**Offline:** Course book, pictures, flash cards, worksheets Open Office / Powerpoint / Video recording via webcam.

**Online:** Teamup tool, Google Docs, facebook, twitter, e-mails voice thread, diigo, youtube, mind maps, wiki spaces, proshows, scratch, skype etc.

**OTHERS:** Projector.

**Preparation:** Students' names are added to the teamup with their photos. They will be grouped with 4 peers so that they can work on 3 topics. The English teacher presents some topics and let students think about the ones that are suitable for their interests.

**Procedure: 1: Introducing the project in class:** The English teacher introduces the activities. She explains students the process of the project. They are provided to publish every stage of their studies in the form of flash news on the subject they are working. Teacher presents the webtools such as diigo, scratch, facebook, twitter in order to make students be aware of collaborating with innovative technology during the process. The teacher gives the task by explaining which grammatical issues required and let students brainstorm what can be done about the topics.

**Ad-hoc collaboration:** The teacher asks the students to collaborate with other students use twitter or facebook, as much as possible. The teacher also asks the parents to help the students using twitter at home (According to our

'Ministry of Education' some web sites are forbidden including twitter, blogs and facebook with in the school network).Students search for related work, follow others and share resources. (via twitter or facebook)

## 2: Working on the task

**learning oriented browsing** : Teacher explains the topics, via course books,

PowerPoint etc. After each lesson, teacher gives students homework to create resources about the topics. The teams use the internet to collect information about their topics and The teams prepare PowerPoint presentations ,proshows etc. related to their topics and present them to other teams in the classroom.After their presentations Their classmates ask questions about their topic and they will respond to each question. English teacher guides the teams to find free links and to make puzzles,games, quizzes etc. Teams use internet to find links to make free online games and puzzles and simple quizzes related to the usage and form of the newly learnt point. Teacher guides the teams how to use diigo ,scratch and other online webtools such as Boolify, **Reflection**: Teacher encourages the students to record short updates and share with the rest of the class, and after each activity. The students record short updates about their work progress **Peer Feedback**: Teacher guides the students on how to use wiki space and ask the students to publish their presentations, view others Project and comment on , Students share the presentations, games, puzzles etc. That they prepare via Picasa, Facebook, Google Sites , Twitter, Wikispaces. And they view presentations or projects of other students and comment on them. **Information grouping**: Teacher arranges large paper or post-its for students to group and stick their paper notes on. Ask them to do the activity as much as they want. The teams group the information that they collected, online or stick them on a large paper.Students can use notepads of class,too.They can also use online webtools such as mindmaps-MindMeister, Bubbl.us

**ASSESSMENT**: The students prepare presentations, online quiz or the worksheet- Prezi, Slidrocket, Myna, Wikispaces, VoiceThread, Picasa. The teams analyse the documents that are gathered. They revise all the flashnews again. Then, they decide which of the presentation format they prefer. The teacher revises all the flashnews, comments again. According to the mental notes and the feedback from the others she evaluates the group Performance as well.