Title	Embedding exam preparation in learning activities
Teacher *SCHOOL*	Yıldız Erdoğmuş Çepni Primary School-Afyonkarahisar
Level	Secondary school- 8th grade students
Subjects	English-Language Learning,Personal Goals,Personality Types
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 thier peers from Both their 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 theireducation.The students will be able to ask and answer questions about Language Learning,Personal Goals,Personality Types The students will be able to express personal goals and outcomes, want and desires,purpose ,cause and result and give reasons.The students will be able to identify and express personal strenghts and weakness, describe people in terms of personal qualities.The students will be able to express opinions and judgements, describe something in a simple list of points.They will be able to perform and respond to basic language functions such as information Exchange and requests and express opinions and attitudes in a simple way**.**
Assumed knowledge	*Assumed knowledge:Use of English Language:in order to,adj+enough,revision of structures learnt before,* main tenses, ,adjectives/ adverbs, suggestions, requests and sentence
Aids	*NETBOOKS* • 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 tachnology during the process. *The teacher gives the task by e*xplaining which grammatical issues required and let students brainstorm what can be done about the topics.

	.They prepare mind maps and create a plan about the topic. 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 sides 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, Sliderocket, Myna, Wikispaces, VoiceThread, Picasa, WordPress. 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.