

Learning with the Internet (LWI) Project

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ISLT 9440

Fall 2014

Intended Users:

French 1 students (grades 8-11)

Local Learning Objectives:

- Students will ask questions about school and classes
- Students will give opinions about school
- Students will inquire about school supplies

National Learning Objectives:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.

Learning Activity: Students will collaborate to create a survey using Google Forms in order to gather data about students worldwide and their school habits and opinions. Using the data gathered from the survey, students will use <http://www.easel.ly/> to create infographics.

Steps for completing the project:

Day 1:

- After learning vocabulary for discussing likes/dislikes and opinions regarding school. Students worked with their Cooperative Learning groups to brainstorm some questions to ask about school.
- Each group accessed a Google Form that I had created. The students accessed a link to the form via our class group in Edmodo.com
- On our interactive Smart Board, I demonstrated how to add a question to the form by adding the first question.
- Each group agreed on one question in the target language to add to our Google Form
- Together we looked at grammar and spelling errors as groups were simultaneously adding their questions.

Our completed survey can be accessed from the home page of my website: <http://www.mrsburton.com/>

After the Google Form had been completed, I embedded the survey on my website and shared the link (https://docs.google.com/forms/d/1Jf7NjL6mAIEk8EhF_b8uap66SmjVvohNRX4T_6cWE8o/viewform?usp=send_for_m) with teacher contacts that I have all over the US and in France so that their French speaking students could respond to the survey. We also added the link of our survey to our shared Edmodo group that we use to communicate with our partner school in France.

Days 2-4

A week after we had completed our survey, we continued with the second part of this learning activity.

- I showed students a great YouTube video (<http://youtu.be/0VHyKgdbUhU>) on how to create Infographics using easel.ly
- Students accessed the spreadsheet with responses from a link that I posted on our Edmodo group. (Here is the link to the spreadsheet responses:
https://docs.google.com/spreadsheets/d/1xplTwuHDIBbi_VkBCS15dT0ci4liP6yoe_0TCqPZ_xU/edit?usp=sharing)
- As a group, students discussed the responses.
- Students took 2 minutes to write down 3 things that they learned from these responses.
- Each student shared what they wrote with their group, round-robin style.
- As a group, the students decided on 5 elements from the results that they could graphically display in their infographic.
- Students designed an infographic written entirely in the target language that represents 5 elements that were summarized from the survey. Each element should have an image and a caption written in the target language.
- Students submitted a link to their infographic on our class shared page on Edmodo so that each group and the students in our partner school can see the results of our survey displayed graphically.

Meaningful Learning: This learning activity resulted in several elements of learning.

Active – Students are involved in the inquiry process as they collaborate with group-mates and classmates to write questions and to ultimately design a survey. By collaborating on the class Google Form, they have a hands-on learning experience.

Intentional-Students started the unit by learning how to give information about their own school experience, but in order to reinforce target language and target culture learning, we expanded our knowledge by learning to inquire about school. Students are naturally curious. This activity expounded on that natural curiosity by setting out to find out the habits and opinions of students around the world. Creating the survey helped students to gather information and creating the infographic helped students to demonstrate their understanding of the information.

Authentic - The results of the survey provide authentic information about the opinions and factual information regarding school from students around the world. This allows students to draw conclusions about the similarities and differences of the school experiences of American students and French students. They are relying on their language skills (and added to their knowledge of the target language) by reading and understanding the responses to the survey.

Cooperative – “Collaboration most often requires conversation among participants. Learners working on groups must socially negotiate a common understanding of the task and the method they will use to accomplish this” (p. 5 Howland, Jonassen, Marra). The cooperative aspect of this learning activity provides some of the most beneficial learning. As students wrote their questions for the survey, they articulated their language knowledge. The conversations provided students an opportunity to talk through how to correctly set up a question in the target language. Similarly, as students read the responses of the survey, they used their reading skills and “talked through” what was stated in the responses, and drew conclusions from these responses. Being able to discuss the findings with group mates helped to reinforce their understandings, plus allowed me to assess whether or not they were correctly understanding these findings. Cooperative learning was furthered as students discussed how to construct the caption sentences of their infographic.

Constructive – “It is essential that learners articulate what they have accomplished and reflect on their activity and observations” (p. 3 Howland, Jonassen, Marra). The infographic artifact that students create for this learning activity provides an opportunity for students to participate in constructive learning. By creating graphics and captions that summarize their findings from the survey, students are reflecting on what they have learned from the survey responses.

Assessment

Since this learning activity is comprised of two components, assessment should be done twice.

Assessment for the survey: This assessment is an informal formative assessment that is not tied to a grade for the students. I used this opportunity to gain an understanding on students' ability to ask questions and to use the target language. Cooperative learning groups allowed me to talk to each student and to help correct mistakes, answer questions and provide feedback which helps in planning other learning activities that address the needs of the students.

Assessment for the Infographic: I wanted to use the creation of the infographic as an opportunity to formally assess language skills. The following scoring guide is a general department created scoring guide that we use in each unit to assess writing. It is modeled after scoring guides used by the College Board when assessing writing on the AP exam. I adapted the scoring guide to assess the creating of the Infographic.

Content Infographic accurately depicts FIVE visual representations of data with captions. All explanations of data are written entirely in Level appropriate French.	0 1 2 3 4 5	X 2 _____	_____/10
Appearance Graphs make use of color, font and effects to present data in an easy to understand format.	0 1 2 3 4 5	_____/5	
Verb Agreement All verbs are conjugated in the correct form with the appropriate tense.	0 1 2 3 4 5	_____/5	
Agreement with nouns Adjectives, possessive adjectives and articles agree in gender and number with nouns.	0 1 2 3 4 5	_____/5	
Spelling Student has mastered the conventions of the written language including spelling, accent use, punctuation and correct capitalization.	0 1 2 3 4 5	_____/5	
Sentence Cohesiveness The meaning of the sentences is clear and the rules of sentence formation are followed.	0 1 2 3 4 5	_____/5	
TOTAL: _____ / 30			

Reflection on Creation and Implementation:

It is often a challenge in a World Language class to engage students in authentic language usage. We use language with each other in class, but I struggle to find ways to have my students use their language skills with native speakers of the language. I wanted to create an assignment that allowed them to authentically use their language skills, but also would

allow for creativity. This assignment did exactly what I ultimately set out for them to do: use their language skills in authentic situations, analyze information and creatively report their findings.

Since I had never used Google Docs in a class-wide setting, I was curiously nervous as to how successful the situation would be. Would students be able to add questions without disturbing what had been previously created? Would students be able to quickly access the link to the editable form? Looking back, I was surprised at how easy it was. It took less than 10 minutes from the time the students got their computer to the time each group had posted their question. The only problems were with students who couldn't remember their credentials for Google. This is always frustrating and an on-going problem with any application that requires a sign-in.

Infographics are currently a hot topic. They provide a great way to present information in a small space. In the world language classroom, we are increasingly using infographics as reading practice. I wanted to provide a way for students to use their own creativity paired with their language skills to create infographics.

Since I had never created an infographic using an infographic generator, I was apprehensive. After speaking with some other educators, I landed on easel.ly. This application seemed to be the easiest free option for students to use. I was thrilled to have found a YouTube video created by KQED Education that I could use to help introduce the application. I typically create my own tutorials, but this well-made video said everything that I needed to say, so I saved time by using this video.

Reflection on students' experience

The students were activity involved during this project. I was impressed with how well they were able to take the information and turn it into percentages. Reading through the survey results did a tremendous job of helping to reinforce vocabulary. And, it provided an opportunity for students to use critical thinking skills, as they read through responses that didn't accurately answer the questions.

With only a few exceptions, most groups were easily able to use their target language skills to get their ideas across in their infographic. There were some factors that I was somewhat disappointed with, such as groups who used English in their infographic or groups who did not provide much of an explanation of the graphic.

There are a few changes that I would like to make, if I do this project again in the future. Limited classroom time prevented me from doing some of these things this time around:

1. I would have liked to have included a team contract which would have clearly defined each students' roles. As they worked, I realized some students were better at composing the captions, others were better at deciphering the data, and others didn't know exactly what to do and were not contributing.
2. I would have liked to have had a reflection time at the end. During this reflection, I could see what each student truly learned from this activity.
3. I would like to add a line in the scoring guide to grade each student on how well he/she contributed to the work of the group. This would give more of an incentive for each member of the group to step up and contribute.
4. Prior to infographic stage, it might be more helpful to have a storyboard stage, where students sketch out their plan and write a rough draft of their infographic complete with the captions. This would allow me to provide feedback before they get the words on the infographic.

Links to some student infographic examples: <http://easel.ly/infographic/frziti>, <http://easel.ly/infographic/y44hwb>

Peer Review:

I asked two students to look over my learning activity and to provide feedback. Both Megan Parrett and Becky Wasden provided some positive feedback for my project. They both commented that this was an engaging project that provided students with an opportunity to collaborate. Becky liked that I was able to use the internet to help students to communicate and thought that the project was great for “enhancing learning.” She also thought that using the AP scoring was a good idea so that students get used to that grading style early in the program.

Megan also offered several comments that were positive. She commented that this learning activity takes the end-goal breaks it down into smaller steps allowing the students to meet the learning objectives. While this project does meet several of our curricular learning objectives, she mentioned that it also does a great job of providing an opportunity for the students to use their 21st Century skills.

Source:

Howland, Jane L., David H. Jonassen, Rose M. Marra, and David H. Jonassen. *Meaningful Learning with Technology*. Boston: Pearson, 2012.