UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS

Teacher's Research Programme Report

"Using technology in the classroom"

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Project Abstract:

This project focused on providing a series of proven effective tasks that will enhance students' learning process through technology while avoiding time consuming activities that might be appealing but ineffective in terms of language acquisition.

For this purpose, the researcher proposes to carry out a series of tasks involving technological tools such as iPads, e-portfolios, podcasts, blogs and videos among others considering how they help students to develop independency and creative thinking skills; in other words, how technology can be used to empower students to make them become active participants of their own learning process. Every task presented in this project was carefully designed and standardized through rubrics to meet students' needs according to the specific course standards and carried out following a schedule. The proposed tasks suggested to different groups of students aimed to see its effects at different levels of knowledge and that way allow us to identify core elements that could make them adaptable to different classroom environments. Afterwards, the results of students' who took part in those tasks were compared with the ones who did not participate in them to contrast results and identify level of effectiveness. That led us to very important conclusions in terms of effectiveness of certain task, and it also allowed us to identify certain elements of distraction that will be improved in further research.

The best samples of our students' work are currently available in the official site of the project (http://ondinaenglishworld.wordpress.com/2012/12/26/bienvenidos-a-ondina-english-world/), where comments and posts are more than welcome. Later on, the results will also be presented at UPC's official blog.

This report contains a clear description of the different tasks that were part of the research, including a set of instructions, a rubric and an evaluation of effectiveness in the final conclusions as sharing this information with other fellow teachers is one of our aims. The whole purpose of this information exchange is to establish a network of professionals who can share their successful learning experiences with their peers and create a bank of proven effective tasks that can be used and adapted to different classroom settings.

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Introduction

Introduction

In order to explain the main reason for carrying out a research about the use of technology in the classroom it is necessary to quote the famous words of *Alice* from the book *Alice in Wonderland,* and say that the latest technological tools led us to grow *"Curioser and Curioser"*. Because technology is not just connected to design, it is basically a live proof of what an authentically creative mind can do when effectively and well focused; and that way, Creativity and Education work hand in hand in the academic development of *digital natives.*

What experience has taught us is that using technology in the classroom is one of the most effective ways to engage students in their own learning experience, and encourage them to share knowledge while enriching each other's work. However, the biggest challenge is that most of the people involved in that educational process are actually *digital immigrants*. The following project tries to build up a bridge to connect both valuable experiences inside the classroom to improve the learning environment itself.

Focusing on our specific context, being an English teacher in Peru implies more than being a specialist in one's subject. It requires from the teacher to master all imaginable topics from pedagogy to educational psychology and counseling. The problem is that most teachers learn from experience rather than formal training and of course without adequate academic guidance. Unfortunately, many times that leads to an alarming lack of creativity and proper academic work in core areas of our daily practice such as, lesson delivery and curricula. For that reason, this project aims to help fellow teachers with their daily practice, because the amount of technological tools available nowadays could be overwhelming for the so called *digital immigrants* and may lead them to wrong practices when using them in the classroom.

The series of tasks provided by this research have proven to have a direct effect on students' performance and are presented in a format that is really teacher-friendly. The main purpose of having this information available in the web is to enable teachers with little or no access to professional training to learn from successful experiences which are easily adaptable to varied classroom settings.

That way they will enrich their practice through knowledge and experience and contribute to the educational improvement of thousands of students in our country who see in the learning of a language a unique opportunity to grow both, professionally and personally, because language is not just communication, it is also culture.

To sum up, as a member of the prestigious Laureate Universities, UPC is actively engaged in the use of new technologies to be applied in their online courses as well as the face to face regular classes. The university is looking forward to opening the doors of our traditional classrooms to let in a refreshing, innovative, and creative teaching practice. A practice which will lead our students to the future of their education, were they become the main protagonists of their own learning process.

1. Objectives

1.1 General Objective

The principal aim to this research project was to provide an answer to the following research question:

 "How to use technology in our classroom in a proven effective way?"

However, this was not the only relevant issue that raised at that time, and that is how the following complementary research questions were elaborated to complement it.

"*How can effectiveness be proven?"*

"How the tasks can be flexible enough to adapt to a variety of classroom settings?

"What kinds of tools will be used during this research?"

Considering those questions, a series of tasks were chosen in order to find which ones proved to enhance students' learning process through an authentically effective use of technology in the classroom.

The specific objectives described below answer directly to these questions and were the core of the research methodology applied during this project, which will be detailed later in this report.

1.2 Specific Objectives

- Avoid time consuming activities that might be appealing but ineffective in terms of language acquisition.
- Provide a format to be used when elaborating proposed activities for different classroom settings.
- Share this experience with others supporting the free exchange of information on the web.
- Empower students to become active participants in their own learning process.
- Use technological tools to develop independency and creative thinking skills in the students.

1.3 Research Methodology

The Research Methodology applied during this project was primarily qualitative as the input used to evaluate the effectiveness of tasks focused on students' performance and outcomes, rather than grades.

In order to do so, the activities were first elaborated according to a specific skill, either written or oral. Though, it is important to consider that most of the tasks carried out as part of this research were part of a syllabi, and for that reason there was some content to be covered and had to be considered at the moment of elaborating the task.

After choosing the task, a careful description was developed, considering general and specific objectives, as well as three key moments of it (before, during, after) to be used as guidance and to assure the project focuses on the established objectives. Along with the task description a rubric was provided to help the participants understand what was expected from them while carrying out the task. Finally, detailed instructions were given to students describing the whole process.

Regarding the tools chosen for each particular task, they were evaluated considering previous experiences and results in other contexts. Each tool was explored ahead and its possibilities to fulfil the objectives of the task analyzed. Nevertheless, each task considered a variety of tool options, keeping in mind the particular characteristics of each group and their computer skills.

As a result of this process, a lot of data was collected and evaluated to be presented in this report. In addition, the final conclusions were supported by students' grade reports, comparing them with the ones of other groups which did not take part in the research tasks.

2. Project's Background:

In our globalized world the importance of a lingua franca has become more evident among those who participate actively in the exchange of information and goods that takes place mostly in this whirl of information known as the internet. As a faculty member at UPC (Universidad Peruana de Ciencias Aplicadas) in Lima, Peru is evident the increasing demand for bilingual professionals that are proficient enough to live and work in English speaking contexts. However, not all the students present the same knowledge of the language to be able to face different situations required in a working environment.

It is exactly for this reasons that we, at UPC, are constantly working towards better and more effective programs to fulfill the needs of most of them trying to provide enough tools to improve their language skills focusing on independent learning.

Therefore, UPC is fostering a series of blended courses where the student is the main protagonist of his own learning, empowering them through various tasks provided by all the professors in our virtual classroom. One of the most common problems the faculty members have to face when proposing an online activity is to be sure it will provide two important elements: long lasting knowledge and a clear sense of accomplishment. As simple as it sounds it is actually quite complicated to get the perfect balance between both and at the same time avoid activities that are time consuming and not necessarily effective.

Throughout this research period we have carried out several online tasks involving different degrees of difficulty. We have also included the result of additional tasks carried out outside UPC as previously discussed with the advisor, to enhance the effectiveness of the proposed set of tasks. The whole process was developed according to the scope and sequence presented below:

2014	Project Timetable	Tools
April	Interview: "Meet someone really interesting" Blog: "Memories from Ireland" Forum: "Child labour"	Video Blog post Visual aids (ppts, Youtube , pictures, websites, etc)
May	Blog: "To kiss or not to kiss" Forum 2: "Travel nightmares"	Post Visual aids (you tube links , pictures, etc)
June	Prezi: Animal Migration. Blog: "The Green Corner" critique to others' projects. Issu: Online Magazine (various topics) E-Portfolio: analysis of varied tasks carried out during the semester including a final report.	Prezi Post Visual aids Issu online tools Online Blackboard tools
July	Radio Show: Samples of different radio shows produced as part of a class task related to media and bias. Short Films: Original short films created according to different genres. Present first draft of Project's final report.	iPads Recording apps Audio effects apps Video Visual effects
August	Correction of first draft. Present Project's Final Report (deadline: Aug 22nd)	

In order to develop authentically effective tasks which could be applied in different classroom settings it is important to identify the general problems the use of technology presents in many classrooms settings in Peru. One of the most common mistakes is the actual use of it, let's stop for a second and ask ourselves: What is the purpose of using a smart board in class? Or an iPad? If the teacher uses them just for taking notes, playing or storing information then, what is the difference between using a regular board and a notebook? For many fellow teachers, who are *digital immigrants,* using technology in their classrooms fulfills two main needs: one is to be able to work faster, so they can effectively cover the program; and the other is to entertain students, so they will not get bored while carrying out the task. Unfortunately both perspectives have nothing to do with an effective use of technology in the classroom because they are missing the whole point of those tools, which is to serve as a means for a specific goal. That goal should be defined right from the start considering the specific course standards, and it is the core of the proposed task. This project supports the development of each task in terms of *motivation* and *creativity* or *creative thinking,* as regarded bellow.

2.1 Motivation in a self-learning environment

In general terms *motivation* is understood as the ability of an individual to find satisfaction when carrying out a task and it is that satisfaction itself the source of the strength he needs to continue with it through a period of time, regardless the difficulties. As part of the English Department at UPC, one of our main goals is to help our students to become independent learners and it is exactly then when motivation plays an important role in the educational practice. According to Professor Teresa Amabile "[…] people will be most creative when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the work itself – and not by external pressures [such as, grades, school requirements, etc.]". (1990:67) She even states, that any

action primarily motivated by external factors is doomed right from the start. So there comes our main concern: How could we keep our students motivated till the end? We have concluded that the key to success is to keep them engaged through a series of appealing tasks that will require the use of creativity to produce an original, unique outcome.

Such a task may require a huge amount of time and sacrifice from the students who also have other responsibilities in addition to their English classes. However, we have been able to observe that in cases, when students are highly motivated they find their way through and come up with very creative proposals and of excellent quality. As Csikszentmihályi states the main ingredient for a sustained creative effort is the possibility to obtain satisfaction from it more than recognition:

"If the students really expected their rewards to come from the activity itself rather than from its results, then one can understand why they are able to persevere in their hazardous vocation – a vocation that is both without financial security immediate social recognition". (Csikszentmihályi 1990: 197)

For all of the above mentioned we must acknowledge two ways in which motivation affects the creative process: first as a source of endless histamine to carry out with the specific task for an indefinite period of time; and second as a means of self-satisfaction as the product itself is the best reward. A mind focused in its own work is less affected by possible distractions and keen to keep up with the pace required to finish the task.

2.2 Creative thinking and the digital classroom

Talking about *creative thinking* implies describing a process in which a specific sequence of steps led us to the completion of a specific task;

and it is this unique human trait which needs to be trained to help us improve our lives.

Typically creative minds have developed thinking skills that allow them to identify the nature of the problem before even thinking about possible solutions. That is what we call *process of analysis,* and it is right there where creative thinking skills help us produce countless possible solutions for a specific task. The activities proposed in this project aim to develop creative thinking skills in our students, the kind of skills that can be applied to any aspect of their lives, not only the academic.

In order to develop these skills a teacher must be able to provide a sequence of tasks that require their effective use in their process; to do so, we must introduce the distinction Mc Graw makes between *given problems* and *solved problems.* The former are the ones he considers *algorithmic* because of the clarity of its statement and the fact that there is just one way to solve them. This kind of activities do not leave too much space for innovation and aimed to teach standard processes more than challenge one's creativity. The latter, are the ones he calls *heuristic* due to the fact that their solution requires from creative thinking (Amabile 1990: 63). Those are the ones we tried to develop and monitor during this research project, because they require from our students the use of personal skills to reach a specific goal and enrich the original proposal.

However, applying one's creativity does not mean ignoring previous knowledge and experience. Every possible solution to the proposed task is invariably based on experience and the innovation origins in the unique way we combine our resources to reach a solution. As Boden states "[…] a creative idea is not only improbable, but impossible" (1994: 79) only until it appears in someone's mind.

The series of activities proposed bellow are an example of how technology could be used not only to enhance students' performance in class, but also to make them active participants of their own learning process.

3. Task 1: Interview

Theme: "Meet someone really interesting"

- Duration of task: 2 weeks. Deadline : April 15th
- Students had to videotape an interview to someone they consider really interesting, highlighting the reasons of their choice. A set of Instructions and a rubric were provided. (See *Appendix A)*
- Status: Successful.
- link: http://ondinaenglishworld.wordpress.com/2014/05/23/meet-someone-really-interesting/

3.1 Description:

General Objective:

Students will practice different structures related to asking questions and providing personal information while keeping up a natural conversation based on a specific topic.

Specific Objectives:

- Develop an interview focusing in a specific topic.
- Identify key elements for an appealing interview and put them in practice.
- Record an interview and edit it.

Project description:

a) Before the Task:

Students revised a set of questions from their books focusing on interesting experiences they have had and discussed them in pairs. After that some volunteers were invited to share some interesting details they found out about their partners.

That day, students should get in groups to write a list of similar questions to ask someone considering the main theme is to find something interesting about others.

The following session students listen to 2 different anecdotes of people paying attention to the way they emphasize relevant information using some expressions and tenses. (e.g. Suddenly I'm walking all by myself and I find this car parked in the middle of the way).

They finish the session getting in groups of four and sharing personal anecdotes applying the new techniques.

All these activities are aimed to awaken curiosity among peers and that way make the task of finding someone to interview easier.

b) During the Task:

Students get together in their original groups once again and revise the questions they have proposed at first, making any necessary questions to focus in the main theme which is to interview someone with an interesting life.

They receive feedback from their peers and the teacher in relation to the questions and start organizing their interview (who will be the interviewee, location for their interview, assign different responsibilities, etc.)

The last fifteen minutes of every class are assigned to the project so they can receive assessment.

A week before the final presentation students will have to present the first version of their interview to receive feedback.

Every group should present their recorded interviews on time to be evaluated.

c) After the task:

Students upload their videos in blackboard and receive feedback about their project based on the rubric given at the beginning. If there is any question it should be answered individually.

3.2 Evaluation

• During the development of the project the students who took advantage of feedback and made several attempts before recording the final version of their interview were the ones with better results.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• The two sessions of 20 minutes devoted to provide feedback and assessment to students proved to be fruitful.

• It will be recommendable to ask students for an outline of their interview before they start working on it, so they do not miss the main theme of the task.

4. Task 2: Forum

Theme 1: "Child Labour"

• Duration of task: 2 weeks. Deadline: April 27th

• Students watch a video based on the given topic (http://www.youtube.com/watch?v=E7f7q8n0abo) and answer two discussion questions. Additionally, they should comment on a classmate's post. A set of Instructions and a rubric were provided. (See Appendix B)

• Status: successful

• Link: Not available for public but it has being properly registered. (See Appendix B)

Theme 2: "Travel Nightmares"

• Duration of task: 2 weeks. Deadline: June 1st

• Students watched a video based on the given topic and answer two discussion questions (https://www.youtube.com/watch?v=75GpUWPRxQ0).

Additionally, they should comment on a classmate's post. A set of Instructions and a rubric were provided. (See appendix B)

- Status: fairly successful

- Link: Not available for public but it has being properly registered

(See appendix B).

4.1 Description

General Objective:

Students will express their opinion on different topics based on provided information, being sure to explain their point clearly and with enough support.

Specific Objectives:

- Develop skills to provide a clear opinion based on visual aids.
- Identify key elements in a logical argument for or against a specific point of view.
- Practice writing skills.

Project description:

a) Before the task:

Students participate orally in various video discussions where they express their position for or against specific opinions expressed there. Their opinions are evaluated according to content and support following a rubric presented ahead.

b) During the task:

The instructions for both forums are presented and explained in class. Students are told to visit the link with the discussion question and a video to answer focusing on key elements in the question. They will revise the rubric of evaluation and solve any doubts about it. Deadlines will be given ahead and the evaluation system will be explained.

Evaluation system: every student will participate in each forum twice so, each participation will be scored over 10 points. In the end both scores will be averaged to get the final grade

c) After the task:

Students will receive feedback for each participation based on the rubric given in the beginning. If there is any question it should be answered individually.

4.2 Evaluation

• During the development of the project the students who took advantage of feedback provided through mail were able to improve their comments in future posts.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• The videos were an excellent tool to introduce the discussion topic.

• The first forum task presented more active participation from students while the second one was not that successful (only 50% of the class actually post an answer).

• To help students engage with the task it is suggested to carry out a survey about some topics of interest.

• As the second part of the semester is busier it will be recommendable to devote some time of the class to allow them to post some comments in the forum.

5. Task 3: Blog

Theme 1: "Memories from Ireland"

• Duration of task: 2 weeks. Deadline: May 4th

• Students had to post a comment on a given topic (*describe their dream destination*) providing personal information if available. In addition,

they should comment on a classmates' post. A set of Instructions and a rubric were provided. (See appendix C)

- Status: successful

- Link: http://ondinaenglishworld.wordpress.com/2014/04/21/james-joyce-museum/

Theme 2: "To Kiss or not to Kiss"

- Duration of task: 2 weeks. Deadline: May 25th

- Students had to post a comment on a given topic (*Cultural shock*) providing personal information if available. In addition they should comment on a classmates' post. A set of Instructions and a rubric were provided. (See appendix C)

- Status: successful

- Link: http://ondinaenglishworld.wordpress.com/2014/05/08/31/

Theme 3: "The Green Corner: Why is it important to protect migration routes?"

- Duration of task: 2 weeks. Deadline: June 15th

- Students had to visit all the Prezis published on that post and evaluate which was the best in their opinion supporting their choice. In addition they should comment on a classmates' post. A set of Instructions and a rubric were provided. (See appendix C)

- Status: successful

- Link: http://ondinaenglishworld.wordpress.com/2014/05/23/the-green-corner-why-is-it-important-to-protect-migration-routes/

5.1 Description

General Objective:

Students will express their opinion naturally and share their personal experiences on different topics based on a given sample from a blog post.

Specific Objectives:

- Develop skills to provide a clear opinion and description of events.
- Identify key elements in a specific blog post and be able to produce their own.
- Practice writing skills (cohesion & coherence).

Project description:

a) Before the task:

Students will develop a series of written tasks in class based on different topics from the book. That way they will revise the principal features of academic writing in terms of format and content.

b) During task:

Students will take part in 3 blog posts where they will provide information on a given topic using personal experience and research. An example will be given for each case. At the beginning of each task a sample answer will be posted, and students will have two weeks to post their comment. Instructions for every task will be uploaded in the file and explained in class. Students are expected to express their ideas clearly and giving support. They should participate twice including a comment to one of their classmates posts as well as their own answer. Both elements will be considered for grading.

c) After task:

Students receive feedback on their posts based on a rubric given at the beginning of the task.

5.2 Evaluation:

• During the development of the project the students who worked ahead of time had the best posts.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• The posts related to personal experiences were longer and presented an identifiable writing style.

• Participation decrease throughout the semester because of time constrains it is advisable to schedule some lab sessions to provide students with options to participate within class hours.

• To help students engage with the task it is suggested to carry out a survey about some topics of interest.

• For a future class it could be interesting to let some students take the lead in some posts that way we promote independent learning.

6. Task 4: Prezi

Theme 4: "The Green Corner: Why is it important to protect migration routes?"

• Duration of task: 2 weeks. Deadline: June 6th

• Students researched about animals with important migration routes which were in danger of extinction providing information of animal features, environment, migration routes, problems faced and possible solutions. They should use all the information to prepare a Prezi presentation that will help them in an oral report. A set of Instructions and a rubric were provided. (See appendix D)

• Status: successful

• Students do not belong to UPC.

• Link to all Prezis:

6.1 Description

General Objective:

Students will practice how to make a presentation on a specific topic using technology appropriately to support their participation. In addition they will apply research skills practiced in class.

Specific Objectives:

- Develop ability to organize information and present it effectively using technology.
- Choose important facts to create a Prezi presentation on a given topic.
- Practice fluency and accuracy.

Project description:

a) Before the Task:

Students revised a series of articles about Monarch butterflies and their migration route, to answer a questionnaire about them. Later, they will write an article about these animals and describe how pollution affects them directly. This activity is aimed to raise awareness on environmental protection.

b) During the Task:

Students get together in groups of 4 and choose an animal with a specific migration route and which is affected by pollution the same way Monarchs are. They will develop a Prezi presentation describing the main features of this animal, and its migration route highlighting pollution effects in it. Finally they will include information of some organizations that are trying to help the animal as a way to find a solution to the problems they face.

c) After the task:

Students present their projects during class and share their prezis in our class blog to be evaluated by other blog participants in order to enrich their experience. They will be evaluated based on the rubric given at the beginning. If there is any question it should be answered individually.

6.2 Evaluation

• The activities carried out before starting the research for the project help students become aware of pollution effect in our natural environment.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• It is suggested to schedule a visit to a Monarch Butterfly Preserve programme taking place at a school nearby.

7. Task 5: Online Magazine

- Duration of task: 3 weeks. Deadline : June 16th
- Students elaborate their own proposal for an online magazine with at least eight pages of content. A set of instructions and a rubric were provided. (See Appendix E)
- The original proposal was a group task but because of students' request it was carried out as individual work.
- Status: successful
- Links:

http://issuu.com/lgrandez/docs/ride_or_die_pdf

http://issuu.com/georgematheo/docs/magazine

http://issuu.com/ramiro921/docs/revista_ramiro

Variation: The Green Magazine:

Link: https://ondinaenglishworld.wordpress.com/2015/03/14/the-green-corner-green-magazines/

7.1 Description

General Objective:

Students should work in the whole process of developing an online magazine choosing a specific theme for it and including all the main features of a regular magazine.

Specific Objectives:

- Identify main features of a magazine.
- Develop original articles to include.
- Use technology to develop a digital magazine (issu.com).

Project description:

a) Before the Task:

Students revise different magazines to identify main features they have in common. In addition they visit the site of issu.com to see how it works and explore its main tools to develop digital magazines.

b) During the Task:

Students go over past articles written during class and choose the ones that will go in the magazine. They will choose a main theme and divide their magazine in sections.

Finally, they will start working on their magazine using issu.com including a cover and Ads. For two weeks, the last 30 minutes of some sessions will take place in the laboratory to work on their magazines. Every session will be assessed.

c) After the task:

Students share their links and receive feedback on their project based on the rubric given at the beginning. If there is any question it should be answered individually. The appropriate use of technology and coherence with the genre will be taken in consideration for their grading.

7.2 Evaluation

• During the development of the project the students who worked during the scheduled sessions and received proper feedback were successful in their projects.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• The original proposal was in groups but students suggested to work individually and it proved to be better in their particular case.

8. Task 6: E-portfolio

- Duration of task: 10 days. Deadline: June 29th
- Students analyze their own performance throughout the different tasks assigned during the semester in a report. A set of Instructions and a rubric were provided.
- The report should contain conclusions as well as suggestions to improve the tasks as a way of feedback.
- Every student should attach in their personal file all the tasks carried out during class and the report. A set of instructions and a rubric were provided. (See appendix F).
- Status: Successful.
- Link: not available for public but it has being properly registered. (See appendix F)

8.1 Description

General Objective:

Students will evaluate their own performance throughout the semester in different tasks assigned during class to analyze degree of development in terms of Message Organization, Format and Language.

Specific Objectives:

- Develop analytical skills and critical thinking.
- Identify key elements in self-study and assessment.
- Practice writing skills.

Project description:

a) Before the task:

Students copy all their class tasks in the files with their names. The class tasks include: 2 forums, news report, and online magazine.

b) During the task:

The instructions to present their e-portfolio are posted in blackboard along with deadlines. They should prepare an analysis of their task performance and present it as part of their personal file from the class.

Evaluation system: every student will present their e-portfolio for assessment according to rubric.

c) After the task:

Students will receive feedback for their participation based on the rubric given in the beginning. If there is any question it should be answered individually.

8.2 Evaluation

• Students who were present in class during assessment sessions were able to carry out successfully with the final report.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• Keeping an E-portfolio helped students to see their own evolution during the semester and identify strengths and weaknesses clearly.

- Even though a format was provided and exercises were carried out during class, some students were unable to develop the report independently.
- It will be advisable to develop other report tasks such as, books reports or movie reports, before this final report to improve understanding.

9. Task 7: Podcast
   Theme: Radio Show

- Duration of task: 3 weeks. Deadline: 2013
- Students from 9th grade high school created their own radio show and recorded it. A set of instructions and a rubric were provided. (See Appendix G)
- Status: successful
- Link:

http://ondinaenglishworld.wordpress.com/2014/08/19/that-old-radio-show/

9.1 Description

General Objective:
Students will apply their oral skills developing a podcast as part of a radio show choosing between fictional and non-fictional themes.

Specific Objectives:

- Identify main features of different kinds of radio shows which were popular in the 40s.
- Develop an original script for a radio show.
- Record and edit a podcast.

Project description:
a) Before the Task:
Students revised different kinds of radio shows that were very popular during the 40s when TV was not the main entertainment. They will choose one example of a show and make a short presentation to the class.

b) During the Task:

Students get in groups to start working on their radio show projects. They will receive a timetable for it with important dates to present their advance for feedback. They will start with the script and once it is ready and corrected the recording process starts.

After finishing the recording process they should edit the final version of their radio show before presentation.

c) After the task:

Students upload their podcasts (using Vocaroo or any other program) and receive feedback on their project based on the rubric given at the beginning. If there is any question it should be answered individually. The appropriate use of technology and coherence with the genre will be taken in consideration for their grading.

9.2 Evaluation

- Students who were present in class during assessment sessions were able to carry out successfully with the task.
- The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.
- Many groups included special effects in their recordings which were not part of the original proposal as personal contribution to the task.
- Even though feedback was given and some class sessions were devoted to project assessment, some groups decided not to take advantage of that.
- It will be advisable to survey students for topics of interest next time so they get engaged in the tasks easily next time.

10. Task 8: Short Film & Project Poe

Theme: Horror and Suspense

- Duration of task: 1 month. Deadline: 2013

• Students from 11th grade high school wrote an original script for a short film and videotaped it. A set of instructions and a rubric were provided. (Appendix H)

• Status: successful

• Link: http://ondinaenglishworld.wordpress.com/2014/08/18/our-short-film/

• Blog Link: https://ondinaenglishworld.wordpress.com/2015/03/15/project-poe/

• ProjectPoe:
https://www.youtube.com/watch?v=W0Dr8qZD7m8&feature=youtu.be

Poe Quest: http://prezi.com/ml-2c8odnrss/poe-quest/

10.1 Description

General Objective:

Students will apply their language skills taking part in the whole process of developing a short film as part of a group task.

Specific Objectives:

- Identify main features of a specific film genre.
- Develop an original script.
- Record and edit it a short film using technology appropriately.

Project description:

a) Before the Task:

Students revised movie genres and work in pairs to make a brief review of the main characteristics of each showing an example of their genre using movie trailers. After that they will develop a comparative chart between short film and regular films to present it to the rest of the class.

Students will receive a worksheet with some practical exercises to help them develop a script. They will complete it in class and discuss it for further explanation.

b) During the Task:

Students get in groups to start working on their short film projects. They will receive a timetable with important dates to present their advance for feedback. They will start with the script and once it is ready and corrected the recording process starts.

Students should prepare locations, costume design and any special effects if necessary according to the genre they have chosen.

After finishing the recording process they should edit the final version of their short film before presentation.

c) After the task:

Students upload their videos in YouTube and receive feedback on their project based on the rubric given at the beginning. If there is any question it should be answered individually. The appropriate use of technology and coherence with the genre will be taken in consideration for their grading.

10.2   Project Poe

This is a variation of the original short film project carried out during 2014 keeping the same age group and objectives of the original task, but based on a reading plan of Edgar Allan Poe's short stories.

Project description:

d) Before the Task:

Students develop a portfolio as part of their reading plan based on Edgar Allan Poe's short stories: "The Black cat", "Berenice", "The Oblong Box", "The Tell Tale Heart" and "The Oval portrait".

They elaborate a biographical research about the author and his historical context.

e) During the Task:

Each short story is analyzed and interpreted from different perspectives considering the historical context and the background of the author.

After finishing with this process, students will choose their favorite story to be interpreted in an original, new version, through a video they will record specifically for this purpose. Animation and audio effects are included.

At the same time they work on a collective Prezi called "Poe Quest" where students collect as much information as they can from the author and share it online with the rest of the class. A brief report took place every week to review new information added.

f) After the task:

Students upload their video in YouTube and receive feedback on their project based on the rubric given at the beginning. If there is any question it should be answered individually. The appropriate use of technology and coherence with the genre will be taken in consideration for their grading.

10.3 Evaluation

• Identifying the main features of different genres before starting with their script helped them to carry out the task easily.

• The majority of the students did not present any problems to understand the content of the project once the instructions were clearly presented.

• Working with their script during class allowed them to receive assessment on time.

• Many groups included special effects and subtitles in their recordings which were not part of the original proposal as personal contribution to the task.

• The location of the film should be carefully chosen to prevent background noise problems.

- Some groups presented audio problems with their recordings; it will be advisable to make a sound test before recording the whole short film.
- Students must be more careful when working with quotes to give appropriate references.

11. Task 9: Glogster

Theme: "The Best Band Ever!" & "A Really Touching Movie"

- Duration of task: 2 weeks. Deadline: September 21st 2014
- Undergraduate students from UPC enrolled in an intermediate level English course. A set of instructions and a rubric were provided. (See Appendix I)
- Status: successful
- Link:

"The Best Band Ever!": https://ondinaenglishworld.wordpress.com/2014/12/02/the-music-corner-best-band-ever/

"A Really Touching Movie": https://ondinaenglishworld.wordpress.com/2014/12/02/a-really-touching-movie/

11.1 Description

1. *General Objective:*

   Students will express their musical tastes discussing about genres and comparing different bands and singers.

2. *Specific Objectives:*
   - Compare and Contrast.
   - Identify the appropriate use of graphic organizers.
   - Practice the use of Glogster as a digital tool.

3. *Project Description:*
   a) Before the task:

   Students will discuss about their musical tastes, describing different music genres and its main characteristics. They will take part in a conversation about meaningful songs and why they chose them.

   b) During task:

   Students will work during class to develop a Glogsters about their favorite band, singer or song. They should include enough information and media resources to make it understandable for any audience without further explanation. That way they will be practicing how to summarize ideas properly and concisely.

   c) After task:

   Students receive feedback on their Glogster based on a rubric given at the beginning of the task. The best Glogsters will be shared on the class blog.

11.2   Evaluation

- Most of the students got involved into this task as they were given the option to choose which theme they rather work with.
- Listening to students and let them be active members of their own educational process is enriching.
- There must be more emphasis on bibliographical references to encourage academic integrity.
- APA principles could be given as reference.

12. Conclusions

- Taking part actively and independently in the proposed tasks improved students' knowledge and manage of the language which could be seen in their final results. (See Graphic A)

- Students who took part in this research belong to a career path other than Translation and were able to achieve more successfully than the students in the career, who are expected to have high standards of language management. (See Graphic A)

- The kind of tasks required for this research promoted the development of leadership, and creative thinking skills which according to the *Revised Bloom's Taxonomy required* the use of *High Order Thinking Skills.*

- The average passing grade based on class performance was higher in the class which took part in this research. This shows how their participation in the different tasks has affected their performance directly. (See Graphic B)

- The group which took part in the research obtained the highest grade in the final project of the semester (e-portfolio in this particular case). (See Graphic C)

- Every task developed in class should start with clear objectives to assure the activity has a clear aim.

- The number of students who pass the course was bigger in the case of those who participated in the project. (See Graphic D)

- It is important to keep in mind the main purpose of using a specific technological tool in class. This must be chosen according to the objectives of the task and not considering external interests such as time constrains or enjoyment.

- Involving students in the decision making process will help engage them into the whole learning process.

- The technological tool must be chosen according to the classroom profile that is one of the main reasons why carrying out a class survey is highly advisable, aiming to the optimization of the task.
- Be able to effectively use and explore a new tool will give students a sense of achievement that will enrich their learning experience.
- Using technology in our classrooms will help our students to develop independency and creative thinking skills which will then be projected to other areas of their academic and professional life.

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Appendixes

Rubric: Interview

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding and following the instructions given for the project. • Makes a limited attempt to elaborate appropriately to direct questions in an interview. • Makes a limited attempt to interact during the interview. • Makes a limited attempt to communicate information containing relevant ideas in relation to the main topic of the interview. • Uses limited vocabulary and grammatical structures, with frequent errors. • Uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange. • Makes a limited attempt to use language to suit the context.
13-15	The student: • Shows understanding and covers some of the main instructions given for the project. • Elaborates some simple questions in a limited range of familiar vocabulary; some questions are inappropriate. • Occasionally interacts in basic structured exchanges on a limited variety of aspects within the interview. • Communicates some information containing relevant ideas according to the main theme of the interview. • Uses a basic range of vocabulary and grammatical structures, with some inappropriate word choice and errors. • Uses pronunciation and intonation with some errors, some of which make understanding difficult. • Uses some language to suit the context.
16-18	The student: • Covers most of the information required for the project.

	• Responds appropriately to different questions about a specific topic. • Usually interacts using structured exchanges within familiar situations. • Communicates ample information containing relevant ideas and some details in familiar situations. • Makes good use of a basic range of vocabulary and grammatical structures, generally accurately. • Uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility. • Usually uses language to suit the context.
19-20	The student: • Shows understanding of information in relation to the project. • Responds appropriately to questions in a varied range of familiar situations. • Interacts in well-structured exchanges during the process of the interview. • Communicates substantial information containing relevant ideas and some details in direct connection to the main theme of the interview. • Makes excellent use of a basic range of vocabulary and grammatical structures, generally accurately. • Uses clear pronunciation and intonation, which makes communication easy. • Uses language to suit the context.

Oral Task: Interview

Description of the Project:

You will work in groups to develop an interview to someone you find interesting for a reason. Prepare a set of questions that will allow others to see why this person has an interesting life. Once you have developed the questionnaire record your interview and upload it to our blackboard site in the file named "Interview".

Project timeline:

1.   Get in groups and prepare your set of questions. Present the questionnaire for correction and feedback.

2.   Choose the person you will interview. (Consider if the person speaks English and be sure to ask appropriate questions to show why he/she is interesting).

3.   Record your interview in an appropriate place (consider location, silence, quality of audio, etc.) If it is necessary record your interview more than once.

4.   Present the first version of your video in class to receive feedback.

5.   Edit your video and remember to include an introduction to the project before the actual recording and a closure including credits.

6.   Upload your video in our blackboard. (If you have any problems use YouTube to upload it and copy the link.

Deadline: Tuesday, April 15th by midnight.

Good Luck in your projects!

Prof. Marjorie Hernandez

pctrcher@upc.edu.pe

Rubric: Forum

MARKS	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding basic facts, main ideas and supporting details in the main question of the forum. • Has difficulty recognizing basic aspects of format and style, and author's point of view to establish his own. • Makes a limited attempt to engage with the forum task through comments, opinions and participation during the forum; makes minimal connections with own experiences and attitudes. • Shows limited understanding of the forum task as a whole and does not express his point of view clearly.
13-15	The student: • Identifies some basic facts, and main ideas in the material provided in the forum. • Recognizes some basic aspects of format and style, and author's point of view to be able to make some comments on it. • Occasionally engages with the forum by identifying ideas, stating opinions and making some connections with own experiences and point of view. • Shows some understanding of the task as a whole.
16-18	The student: • Identifies most basic facts, main ideas and supporting details in the material provided for the forum. • Recognizes most basic aspects of format and style, and differences author's point of view from his own clearly. • Usually engages with the task by expressing ideas, and opinions clearly; and making ample connections with own experiences and attitudes. • Shows considerable understanding of the content of the task as a whole.
19-20	The student: • Identifies basic facts, more complex ideas and supporting details, and draws conclusions during the forum with familiar language. • Engages with the task by identifying ideas, opinions and by making substantial connections with own experiences and attitudes.

	• Shows thorough understanding of the task as a whole.

Written Task: Forum

Description of the Project:

There will be 2 forums this semester, each one based on topics related to our class. Go to the menu on the left and under the label "Comunicación" click on "Forum" there you will find the specific link to watch the video and answer the questions. Remember to express your opinion clearly and giving support. You have to participate twice in each forum either giving an opinion on the topic or commenting your classmates' opinions.

Project timeline:

1.   The first forum question and video will be posted on line.

2.   Students will have two weeks to participate twice.

3.   Every participation will be evaluated over 10 points and the final score of each forum will be added.

4.   The final score of the two forums will be averaged.

5.   The activity will be assessed according to the rubric.

Deadline: Sunday 27th midnight

Good Luck!

Sample answers:

Theme 1: "Child Labour"

Georgth Matos

How can a business take responsibility on preventing child labour in its field of work?

Being the question "how"; I would say that there is many ways. One of them and for sure the most important is to have social conscience. There are many jobs which don't need people with experience. Genre, ages, and others aspects don't make any difference. However, that is not an excuse to hire underage people (children). Having social conscience business will care about the country and people who live in. Another one and connected with the previous one is to impose penalties on companies that hire children, a large amount of money and sending to prision to the responsible.

Why is it so important to raise awareness on this problem?

There are many scientific researches who affirm that childhood is the most innocent phase in human life. Imagine for a few minutes a child made to work all his childhood for long hours day by day. It's really terrible, right?. Consequences, for sure, will be poverty and lack of education. What is more, they are the next generation, people who are going to represent us in the future; what kind of country will we be if we don't care about our children. For that reason is very important to raise awareness on this problem. The problem involves us all.

Responder   Citar   Editar   Eliminar   ▲ Ocultar 1 respuesta

AULA VIRTUAL

Mi institución   Cursos   Comunidad   Content Collection

Grupos

ADMINISTRACIÓN DE
CURSOS

Panel de control

Content Collection

Herramientas del curso

Evaluación

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Usuarios y grupos

Personalización

Paquetes y utilidades

Ayuda

Georgth Kenny Matos Quispe

Facts and personal opinion

I agree with my partners in each answer. First, where we basically talked about "the social conscience" and "punishments". And second, where we talked about "Childhood is the most important and innocent phase in human life ".

As it is true, all enterprises can keep themselves because of its skills and decisions. However, No matter how successful those decisions are, sometimes, they can cause a negative impact in people. So that is exactly what makes an enterprise with conscience social different from others, its decisions don't harm any people. Peru is one of the places where we can easily find exploitation labour and; the worse thing about it is that the majority of the cases involve underage people.

In my personal opinion, which I mention based on researches about education, I consider that the best solution for this problem would be to define a cash flow to Peruvian child's education. What is more, a governmental entity which makes Peruvian children go to the schools.

In conclusion, the cash flow must have three sources of revenue. The first of them could be a new tax, which should be paid by medium and large enterprises, because people that they will have in the future are the kids of now. Second of them, money of fines and penalties that are imposed to enterprises that hire underage people. Finally, an increase in the national budget of education. Our country deserves it. All that cash flow would be managed for the governmental entity mentioned in the previous paragraph. Its main responsibility would be that from Tacna to Tumbes all children go to school.

Luis Absalon Imaña Perez

Let's start!

How can a business take responsibility on preventing child labor in its field of work?

All businesses should agree to receive heavy fines and penalties in case a child is hire for work. Rules should be very clear and understood by all businesses in this sense. Also the local government should have strict laws to punish those parents or tutors that allow and encourage children to work since it is a very common practice, especially in Peru; having the parents forcing their children to go to work at a very early age and as the video shows, children are meant to learn instead of earning money.

Why is it so important to raise awareness on this problem?

The first years of a human being should be consumed mostly on learning activities. These are the years to develop creativity, to gather all possible information regarding a number of things that will be useful for them when they grow up and the best way to obtain this preparation is going to school and to the university. These are the previous steps that every child shall follow before entering the work force. Therefore it is our responsibility to raise awareness about this critical issue.

Ramiro German Patiño La Noire

Ramiro Patiño Child Labour

How can a business take responsibility on preventing child labour in its field of work?

In first place, the enterprises must be conscious of the damage they could do for children if they work for them. They could not study adequately, could risk their life and health and would not have a normal childhood. In second place, enterprises must respect the laws from Government against child labour and commit itself to be sanctioned if they rape the law. In third place, the enterprises could participate or collaborate in institutions that fight against child labour, and in this way, be part of the development of a society without child labour.

Why is it so important to raise awareness on this problem?

Because childhood is the most important stage in the human life. Is when we develop our social skills, intelligence and can learn faster than in other human stage. Also, child labour could be dangerous because children risk their lifes doing heavy work as in many developing countries. By other way, work could not be against our will, and many of children who work do it because they parents impel them to do it. We need children healthy and with a good education because they will be the future of our country and for that reason, we need to take care of them avoiding child labour.

Child labour is an activity that should be drastically punished by Government because it harms children , social structure , parental responsibility in providing support for children and image of the company using children as cheap labor .

As it was mentioned by my peers , sanctions play an important corrective role in companies that promote child labour. To do this, is necessary that the ministry or responsible entity, identify and punishes these activities. Furthermore, The Government plays an important role in the develop of awareness in the enterprises against child labour. By this way, the developing of education, society and welfare of children, will be encouraged.

In my opinion , I believe that the fight against child labour must integrate the Government (through sanctions , training of companies and the promotion of education in poor and extremely poor families) , society (being drastic if one enterprise practices this activity, claiming to companies and the Government if it identifies that children are affected) and by families (because they prefix the welfare of their children to extra income and be conscious planning the number of children to have according to the economic capacity of parents)

In conclusion, combat and stop child labor should integrate Government through sanctions, training of enterprises and support to the society through the rejection of child labour and finally, families which should ensure the welfare of children to any situation.

Theme 2: "Travel Nightmares"

AULA VIRTUAL

Mi institución   Cursos   Comunidad   Content Collection

Unidad 9
Unidad 10
Unidad 11
Unidad 12
Unidad 13
Unidad 14

Comunicación
Foro

Colaboración
Grupos

ADMINISTRACIÓN DE CURSOS

Good Luck!

| | Forum 2: Travel Nightmares | Watch the video about travel nightmares during the holidays and dicuss the questions below: | 10 | 9 | 4 |

El foro ya no está disponible. Disponible hasta: domingo 1 de junio de 2014 23:59 PET.

https://www.youtube.com/watch?v=75GpUWPRxQ0

Have you ever traveled during holidays or any other busy time of the year? Share your experience with us.

Why do you think people decide to travel during such a busy time of the year?

Suggest some solutions to this increasing problem.

Remember you should answer the questions and comment on one your classmates' posts.

Eliminar

Mostrando **1** de **2** de **2** elementos   Mostrar todos   Editar paginación ...

Unidad 3
Unidad 4
Unidad 5
Unidad 6
Unidad 7
Unidad 8
Unidad 9
Unidad 10
Unidad 11
Unidad 12
Unidad 13
Unidad 14

Autor: Katherine Higidio Paez   Estado: Publicado

UPC Blackboard

I agree with you about your suggestion , maybe I would recommend that the travelers should plan their trips in advance because if it is soon , it is so difficult to find or book a hotel room.

Responder   Citar   Marcar como leído

Secuencia: Hey people how is everything going?   Fecha de   1 de junio de 2014 23:37
Publicación: RE: Hey people how is everything going?   publicación:
Autor: Ramiro German Patiño La Noire   Estado: Publicado

I agree with George about that love is the principal motivation for someone who want to reunited with their parents, relatives, wife,husband, girlfriend, boyfriend or freinds. The wants to visit them must be very strong to support all the problems causes by travel during a busy time, but there are more reasons to travel on holydays different to love, like vacations from work, college or school, or to see some specific show or tradition that only happened at that time, or maybe leveraging some discounts on airplane tickets or bus tickets. However, i disagree with George about the fun, because i don't believe that somebody would find fun doing longer queues on the airports or bus stations, pay more expensive prices on that specific date or support the traffic and delays that could be originated by the high number of travellers.

Responder   Citar   Marcar como leído

Comunicación
Foro

Colaboración
Grupos

ADMINISTRACIÓN DE CURSOS

Panel de control
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Herramientas del curso
Evaluación
Centro de calificaciones
Usuarios y grupos

Secuencia: Travel Nightmares   Fecha de   1 de junio de 2014 23:01
Publicación: Travel Nightmares   publicación:
Autor: Ramiro German Patiño La Noire   Fecha de   1 de junio de 2014 23:01
edición:
Estado: Publicado

Have you ever traveled during holidays or any other busy time of the year? Share your experience with us.

Yes, I have. I remember it as it was yesterday. I usually try to avoid travelling on holydays because the tickets of airplanes and buses are more expensive than usual and you must spend more money than in a normal day, over all if you don't have a place to stay and have to go to a hotel. I travelled to Cusco with my family 10 years ago. We bought the airplane tickets for july 28th and we took the wrong desition of looking for an hotel once we get there. Our plane arrived on Cusco at 10am and we assumed that we will have enough time to find an hotel before midday and then go to the main square to hire some touristic service for the next day and visit all the atractive places in Cusco the next day. Obviously, our supposition was wrong. It was 2pm and we were walking in circles in Cusco with our baggages trying to find some empty hotel. Finally, we had found one, but it was one of the most expensive hotels in Cusco and we spent four times more money that we had planned to spend in accommodation. Finally, when we established in the hotel, we went to hire some touristic service for the next day but all the touristic services were full so we lost one day in tourism and could not know some important places in Cusco because of time. My family and I learned the lesson, never travelled on holydays without a reservation in a hotel or without any place to stay because there are too many people travelling that days as you and is more probably that you can't find a place to stay and your holyday could be ruined.

Why do you think people decide to travel during such a busy time of the year?

I believe that people are conscious about the trouble that is travel during this days, but they must do it because their jobs don't allow

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Ayuda

and could not know some important places in Cusco because of time. My family and I learned the lesson, never travelled on holydays without a reservation in a hotel or without any place to stay because there are too many people travelling that days as you and is more probably that you can't find a place to stay and your holyday could be ruined.

Why do you think people decide to travel during such a busy time of the year?

I believe that people are conscious about the trouble that is travel during this days, but they must do it because their jobs don't allow them to travel other dates. Furthermore, many of them take this holydays as the unique opportunity to be close to their parents, relatives and friends. For this reasons, people will continue travelling during this busy time of the year despite of the difficulties that this date generate.

One solution to reduce this problem could be plan your trip with anticipation, travelling two days before the national holyday and going back two days after the end of the national holyday to avoid the traffic, the wait and possible delays. Another practical solution is travel in another date different to a common holyday like in your holydays of job, school, institute and university. Following this recommendations, you will get a better trip and might have better vacations on your holydays.

Responder   Citar   Marcar como leído

☐

Secuencia:	Travel Nightmares	Fecha de	1 de junio de 2014 20:36
Publicación:	RE: Travel Nightmares	publicación:	
Autor:	Georgth Kenny Matos Quispe	Estado:	Publicado

Miss

☐

Secuencia:	Hey people how is everything going?	Fecha de	1 de junio de 2014 20:33
Publicación:	RE: Hey people how is everything going?	publicación:	
Autor:	Georgth Kenny Matos Quispe	Estado:	Publicado

Autor: Georgth Kenny Matos Quispe **Fecha:** domingo 1 de junio de 2014 20H11' PET **Asunto:** Hey people how is everything going?
Have you ever traveled during holidays or any other busy time of the year? Share your experience with us.

Yes, I have. In fact, I always travel on holidays. For example, this year in Easter week I traveled to ICA, to the south of Lima. I clearly remember leaving Lima, My friend Cesar with his girlfriend, my girlfriend and I got in my car and went straight to Ica; everything was going perfect until we got in the traffic jam, Panamenca sur avenue was full, you can't imagine, many cars making noise with their klaxon trying to move a little bit more. Believe it or not I almost give up my trip, because at some point I said, this is too much, however, my friend Cesar offered driving us to Ica, so I calm down and fell asleep. I'm pretty sure he suffered a lot being in the traffic jam, it was awful. Once we got there everything was fantastic, we visited "La huacachina", did "Tubulares" and sandboarding and in the evening we went to the disco, we wanted to know how is nightlife over there and have some fun.

Why do you think people decide to travel during such a busy time of the year?

Believe it or not, I couldn't have given an answer to this question without watching the video from our forum, and the answer is pretty simple: Love and Fun. No matter how far or how long a journey is, at the end a hug from grandpa or grandma is everything, the love of a sister, sharing a good time with our friends, a happy mom face, a mom's kiss; all of that remind us why it is worth. That's what the video said and I couldn't be more agree.

At first, when people decided to travel on holidays, which are busy time of the year, they don't think in love maybe, just in fun and sharing a good time with relatives and friends. However, when they got there, unconsciously, they got love, no matter if the trip is good or bad, they spend time with people who they love.

What do you think colleagues?

Publicación:
Why do you think people decide to travel during such a busy time of the year?
Autor: Katherine Higidio Paez

I think they decide to travel because they want to know how cities celebrate their important dates, also see and know new sceneries and enjoy its traditional food or special food that they prepare only for those days. On the other hand, some people use the travel offers by plane or by bus on important dates.

About some solutions to this decreasing problem

- They should hire a tour guide to not get lost in the city.
- Travelers must plan their trips in advance.
- If travelers can not hire a tour guide, they should surf the internet to know the address of the tourist places.
- Travelers should ask friends who have traveled to these cities on important dates in order to know their opinions and their points of view

Documento adjunto: descarga (1).jpg (10,377 KB)

Responder   Citar   Marcar como leído

Secuencia: About My worse holiday experience   Fecha de   1 de junio de 2014 17:03
Publicación: About My worse holiday experience   publicación:
Autor: Estado: Publicado

Mi institución   **Cursos**   Comunidad   Content Collection

points of view

Documento adjunto: descarga (1) jpg (10,377 KB)

Responder | Citar | Marcar como leído

☐

Secuencia:	About My worse holiday experience	Fecha de	1 de junio de 2014 17:03
Publicación:	About My worse holiday experience	publicación:	
Autor:	Katherine Higidio Paez	Estado:	Publicado

It was when my friends and I decided travel to Cuzco for two days . We were eighteen years old. When We arrived in cuzco , we were so excited because there are a lot of places where you can visit as for example Machupicchu , Ollantaytambo, Paucartambo. My friends decided to buy tickets the train while I waited for them. In that moment, I asked a guy if he could take a photo and as I turned for a second , I saw his back turned as he ran away in the opposite direction with my camera. I'm a fast runner, but unfortunately in that moment I was with a heavy backpack. Ultimately, he stole my digital camera with several hundred pictures...but I learned many valuable traveling lessons that day.

Responder | Citar | Marcar como leído

Seleccionar: Todo Ninguno | Marcar

← ACEPTAR

Rubric: Blog

MARKS	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding basic facts, main ideas and supporting details in the main topics of discussion from the blog. • Has difficulty recognizing basic aspects of format and style to establish his own. • Makes a limited attempt to engage with the blog task through comments, opinions and participation during the set time; makes minimal connections with own experiences and attitudes. • Shows limited understanding of the blog task as a whole and does not express his point of view clearly.
13-15	The student: • Identifies some basic facts, and main ideas in the material provided in the blog as a sample. • Recognizes some basic aspects of format and style, and author's point of view to be able to make some comments on it. • Occasionally engages with the blog task by identifying ideas, stating opinions and making some connections with own experiences and point of view. • Shows some understanding of the task as a whole.
16-18	The student: • Identifies most basic facts, main ideas and supporting details in the material provided for the specific blog task. • Recognizes most basic aspects of format and style, and differences author's point of view from his own clearly. • Usually engages with the task by expressing ideas, and opinions clearly; and making ample connections with own experiences and attitudes. • Shows considerable understanding of the content of the task as a whole.
19-20	The student: • Identifies basic facts, more complex ideas and supporting details, and draws conclusions during the blog participation with familiar language.

	• Engages with the task by identifying ideas, opinions and by making substantial connections with own experiences and attitudes. • Shows thorough understanding of the task as a whole.

Written task 1: "Memories from Ireland"

Topic: Tell us about a place you have always wanted to visit. What is your dream destination and why is it your dream to be there?

Description of the Project:

For this first task you will have to access our blog through the menu on the left; under the label "General Information" you will find a file labeled "Blog" there I have post the link to English World Blog. At the beginning of each task I will post an announcement in blackboard to let you know about it, and you will have two weeks to post your comment following the sample I left on the blog for you. Instructions for every task will be uploaded in the file and explained in class. Remember to express your ideas clearly and giving support. You have to participate twice: once to answer the post and additionally, to comment one of your classmates' posts.

Project timeline:

1.   The first blog task is posted (there is a sample comment in the blog).

2.   Answer the proposed topic with a post in our class blog. (150 word at least)

3.   Provide all the necessary information in your post and remember to make a comment on other posts as well.

4.   Include a picture that represents your dream destination if possible.

5.   Remember to use your UPC mail to post your comments.

DEADLINE: Sunday May 4th at midnight.

Written task 2: Cultural Shock.

Topic: Have you ever traveled and felt surprised by a foreign costume? If you had the opportunity to travel abroad tell us an anecdote you have had during your stay. If not, find out about different costumes from other countries you find surprising.

Description of the Project:

For this second task you will have to access our blog through the link post in "announcements". You will have two weeks to post your comment following the sample I left on the blog for you. Instruction for every task will be uploaded in the file and explained in class. Remember to express your ideas clearly and giving support. You have to participate only once per task but every participation should include in addition to the task development a comment to one of your classmates' posts.

Project timeline:

1.   The first blog task is posted (there is a sample comment in the blog).

2.   Answer the proposed topic with a post in our class blog. (150 word at least)

3.   Provide all the necessary information in your post and remember to make a comment on other posts as well.

4.   Include any visual aids that help you explain the cultural shock.

5.   Remember to use your UPC mail to post your comments.

DEADLINE: Sunday May 25th at midnight.

Written Task 3: "The Green Corner"

Description of the project:

For this last blog post you will have to access the link on blackboard and go to the post labeled "The Green Corner". There you will find a series of Prezi projects based on different animals in danger of extinction. Visit the links and choose the best in your opinion. Provide feedback to the project and support your choice clearly.

Project timeline:

1.   The third blog task is posted.

2.   Answer the proposed topic with a post in our class blog. (100 words at least)

3.   Provide all the necessary information in your post and remember to make a comment on other posts as well.

DEADLINE: Sunday June 16th at midnight.

Rubric: Animal Migration

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding and following the instructions given for the project. • Makes a limited attempt to elaborate appropriately an oral report. Poor use of technology (Prezi). • Makes a limited attempt to develop a Prezi presentation to support their oral report. • Makes a limited attempt to communicate information containing relevant ideas to the theme. • Uses limited vocabulary and grammatical structures, with frequent errors. • Uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange. • Makes a limited attempt to use language to suit the context.
13-15	The student: • Shows understanding and covers some of the main instructions given for the project. • Elaborates with a limited range of familiar vocabulary; some information is not in context. Limited use of technology. • Communicates some information containing relevant ideas according to the topic. Develops a Prezi presentation to support their oral report, but many topics are irrelevant. • Uses a basic range of vocabulary and grammatical structures, with some inappropriate word choice and errors. • Uses pronunciation and intonation with some errors, some of which make understanding difficult. • Uses some language to suit the context.
16-18	The student: • Covers most of the information required for the project. • Responds appropriately to different requirements for their oral report

	and uses the Prezi presentation to support it.
	• Usually interacts using structured exchanges in a fluent way. Adequate use of technology.
	• Communicates ample information containing relevant ideas and some details of the theme.
	• Makes good use of a basic range of vocabulary and grammatical structures, generally accurately.
	• Uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility.
	• Usually uses language to suit the context.
19-20	The student:
	• Shows understanding of information in relation to the project.
	• Responds appropriately to requirements of an oral report and uses the Prezi presentation to reinforce it.
	• Interacts in well-structured exchanges during the process of the oral presentation. Appropriate use of technology.
	• Communicates substantial information containing relevant ideas and some details in direct connection to the main theme.
	• Makes excellent use of a basic range of vocabulary and grammatical structures, generally accurately.
	• Uses clear pronunciation and intonation, which makes communication easy.
	• Uses language to suit the context.

Oral Task: Oral Report with Prezi

Theme: "Animal Migration"

Description of the Project:

You will work in groups to develop a Prezi presentation about an animal and its specific migration route. Describe the animal main features, its migration route, interesting data about it and if it's in danger of extinction give reasons why. Remember to include bibliography properly. Use your Prezi to support your Oral report.

Project timeline:

1. Get in groups and prepare your Project outline. Present it for feedback.
2. Choose the animal you will talk about. (remember to describe its migration clearly).

3. Prepare your prezi.
4. Present it in class to receive feedback.
5. Share your link in prezi and in our blog.

Deadline: Tuesday, April 15th by midnight.

Good Luck in your projects!

Rubric: Online Magazine

MARKS	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding basic facts, main ideas and supporting details in the main sections and articles of the online magazine. • Has difficulty recognizing basic aspects of format and style of an online magazine. • Makes a limited attempt to engage with the task through participation during feedback and lab sessions and/or makes limited use of technology. • Shows limited understanding of the task as a whole and does not express point of view clearly.
13-15	The student: • Identifies some basic facts, and main ideas in the material provided as a sample and tries to apply it in their own online magazine. • Recognizes some basic aspects of format and style, and attempts to follow through with the theme of their choice. • Occasionally engages with the task through articles and tools applied during the task. Makes a limited use of technology. • Shows some understanding of the task as a whole.
16-18	The student: • Identifies most key ideas and details in the material provided for the specific task. • Recognizes most basic aspects of format and style, and elaborates personal proposal clearly. • Usually engages with the task during feedback sessions. Shows an adequate use of technology. • Shows considerable understanding of the content of the task as a whole.
19-20	The student: • Identifies basic features of an online magazine and prepares an original proposal for their own project. • Engages with the task by identifying ideas, opinions and by making substantial connections material provided in class. Uses technology to

| | improve his proposal. |
| | • Shows thorough understanding of the task as a whole. |

Oral Task: Online magazine

Description of the Project:

You will work individually to develop an online magazine using past articles and writing new ones when necessary. Choose a theme for your magazine and work on it in issu.com. Remember to consider main features in a regular magazine such as: cover, Ads, pictures with captions and sections.

Project timeline:

1. Choose a theme for your magazine.
2. Visit issu.com to get familiar with the site.
3. Present the first version of your magazine in class to receive feedback.
4. Edit your magazine and remember to include a cover and Ads.
5. Share your magazine and remember to copy the link

Deadline: Tuesday, April 15th by midnight.

Good Luck with your projects!

Rubric: E-portfolio

MARKS	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding basic facts, main ideas and supporting details in the main purpose of the e-portfolio. • Has difficulty recognizing basic aspects of format and style, and analysis of different tasks through a final report. • Makes a limited attempt to engage with the task through comments, opinions and participation during the semester; makes minimal connections with own experiences and attitudes. • Shows limited understanding of the task as a whole and is not able to draw final conclusions clearly.
13-15	The student: • Identifies some basic facts, and main ideas in the analysis of his e-portfolio. • Recognizes some basic aspects of format and style, and analysis of different tasks. • Occasionally engages with the task by identifying ideas, stating opinions and making some suggestions to improve during the final report. • Shows some understanding of the task as a whole.
16-18	The student: • Identifies most basic facts, and elements of the e-portfolio. • Recognizes most basic aspects of format and style, and analysis of different tasks. • Usually engages with the task by expressing ideas, and opinions clearly; and showing good analytical skills in the final report. • Shows considerable understanding of the content of the task as a whole making effective suggestions to improve outcome.
19-20	The student: • Identifies basic facts, more complex ideas and supporting details, and draws conclusions during the final report. • Engages with the task by identifying ideas, opinions and by making important reflections on his own performance.

	• Shows thorough understanding of the task as a whole.

Written Task: E-portfolio

Description of the Project:

The e-portfolio (also known as the TB) is the final task of the semester which weighs 20% of the total grade. It is a critical analysis of all the tasks carried out during the semester and the way they were developed by the students.

Each student should evaluate his own dedication to the course tasks in terms of message organization (order of ideas and connection between them; relation between ideas and the topic mentioned), format (respect the word limit, paragraph division and order) and language (grammar and sentence construction).

The analysis will be presented in the form of a report of 300-350 words

Project timeline:

1. Copy the links of all your tasks in your personal files. Click on "Información General" in the file labeled "E-portfolio". Inside you will find your personal files.
2. Upload the final report with the analysis of your tasks with your name.
3. Send a mail to the teacher to tell her your file is ready. Email:
4. Be sure to upload your documents on time.

Deadline: Sunday June 29th by midnight

Good Luck!

Report Sample 1:

Final Report of Business English 1

As we know. Business English I has motivated all the students to develop many capacities and skills through the fifteen weeks it has took. For this reason, in this composition, i will detail my personal experience during the course focused on the realization of the different activities that help me to improve my writing, speaking and organization skills to get the goals proposed. Below i will detail the tasks i liked do more and do least and why i classified them in that category.

Firstly, the task i found more difficult to do was the news report on video, because that task combined the creativity, capacity of report a new like in the news, the vocabulary to use on the report, the fluency of the speaking, the coordination between the new and the speaking and the skill of edit a video, which i found the most difficult because i did not know how to edit a video. To improve that task, I wish i knew how to edit videos better and how to make some effects on the video and sound. Secondly, the task i liked to do more was the virtual magazine, because i used all my creativity on it, i chose the topic i wanted to write about, also it was easier to do in comparison to other tasks because in internet are many images and photos to choose, and finally, the virtual magazine was made at the end like i wanted at the beginning of the project. The only difficult on this task was the time because it demands many hours of dedication and realization.

In conclusion, all the tasks during the English Business course have had different levels of difficulty and goals, which allowed the develop of writing, speaking, redaction, vocabulary, etc.,for this reason, i consider that i improved my skills and capacities in english thanks to the different tasks i made during the course and i realized that i need to improve my time management to do future tasks along my career.

Ramiro La Noire

Report Sample 2:

Report on Business English activities

Introduction

Business English 1 let me improve my English more than I expected, not only for its syllabus we developed but also for its forums, the news report and the magazine I did.

Child labour forum

The first forum was about child labour. I found it difficult because I didn't know the reality of some places abroad. However, this forum encourages me to find information about it. I learnt new vocabulary, shared different opinion with my partners and also, and I think more important, I enriched my cultural level. Now I can talk to anyone about child labour thanks to this forum.

Travel nightmares forum

The second forum was about travel nightmares. To participate in this second forum we had to watch a video. It made me fell crazy at first because I couldn't understand anything; they spoke very fast. However, having watched it many times, I could understand. As part of the course, this forum let me improve my listening. I got better greats on the course after this second forum.

News Report

We also developed a News report. It was about a natural event. We had to record us on a video and explained the natural event we had chosen. I found this activity very useful. It not only helped me to learn new vocabulary but also improved my English pronunciation because as I recorded myself many times I tried to do better in each recording. I could say that I improved my oral skills expression thanks to this activity.

E - Magazine

Finally, I did a virtual magazine, which I consider was my best project. This activity let me improve my reading because to star writing my magazine I had to search information first, then select the aim ideas and put those in order making a well structure. What is more, I learnt idioms expression which I loved. They make my English sounds more American.

Recommendations

I recommend that Business English activities should have more listening activities. It would encourage more students to do the course and be confidence of themselves in English.

Student: Georgth Matos

Rubric: Radio Show

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding and following the instructions given for the project. • Makes a limited attempt to elaborate appropriately dialogues in a radio show. • Makes a limited attempt to use technology accordingly. • Makes a limited attempt to communicate information containing relevant ideas to the story told and according to the topic they have chosen for their show. • Uses limited vocabulary and grammatical structures, with frequent errors. • Uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange. • Makes a limited attempt to use language to suit the context.
13-15	The student: • Shows understanding and covers some of the main instructions given for the project. • Elaborates some simple dialogues in a limited range of familiar vocabulary; some dialogues are not in context. • Limited use of technology with limited attempt to improve it. • Uses a basic range of vocabulary and grammatical structures, with some inappropriate word choice and errors. • Uses pronunciation and intonation with some errors, some of which make understanding difficult. • Uses some language to suit the context.
16-18	The student: • Covers most of the information required for the project. • Responds appropriately to different requirements of a radio show and its main themes. • Mostly good use of technology.

	• Communicates ample information containing relevant ideas and some details of the story. • Makes good use of a basic range of vocabulary and grammatical structures, generally accurately. • Uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility. • Usually uses language to suit the context.
19-20	The student: • Shows understanding of information in relation to the project. • Responds appropriately to requirements of a radio show and its main theme. • Appropriate use of technology. • Communicates substantial information containing relevant ideas and some details in direct connection to the main theme of the radio show. • Makes excellent use of a basic range of vocabulary and grammatical structures, generally accurately. • Uses clear pronunciation and intonation, which makes communication easy. • Uses language to suit the context.

Oral Task: Short Film

Description of the Project:

You will work in groups to develop a radio show based on any of the examples we have seen in class. Be sure to include the main features of the genre you chose and to use technology appropriately. Remember to develop a script before you start recording your radio show and be careful with the audio.

Project timeline:

1. Get in groups and prepare your script. Present the script for correction and feedback.
2. Choose the kind of radio show you will like to develop and be sure to consider its main features.
3. Record your radio show in an appropriate location (consider location, silence, quality of audio, etc) If it is necessary record it more than once and use any audio effects necessary.

4. Present the first version of your radio show in class to receive feedback.
5. Edit your radio show and remember to include an opening for its presentation and a closure, as in the radio shows we saw in class.
6. Share your podcast and remember to copy the link

Deadline: Tuesday, April 15th by midnight.

Good Luck in your projects!

Prof. Marjorie Hernandez

Rubric: Poe Quest

GRADE	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding basic facts, main instructions and details related to the project. • Has difficulty recognizing basic aspects of format and style required for a shared Prezi presentation. • Makes a limited attempt to engage with the task through participation within schedule; makes minimal attempt of personalization. • Shows limited understanding of the task as a whole and does not participates actively in the exchange of information.
13-15	The student: • Identifies some basic facts, main instructions and details related to the project. • Recognizes some basic aspects of format and style, required for a

	shared Prezi presentation.
	• Occasionally engages with the task by identifying new ideas, stating opinions and making some attempt of personalization.
	• Shows some understanding of the task as a whole sharing some interesting facts about the author and his work.
16-18	The student:
	• Identifies most basic facts, main ideas and details related to the project.
	• Recognizes most basic aspects of format and style, required for a shared Prezi presentation.
	• Usually engages with the task by expressing ideas, and opinions clearly; and making a clear attempt of personalization.
	• Shows considerable understanding of the task as a whole and shares interesting and refreshing facts about the author and his work.
19-20	The student:
	• Identifies more complex ideas and supporting details, and details related to the project. Also, presents contributions to the original proposal.
	• Engages with the task by identifying ideas, opinions and by making substantial connections with own experiences
	• Shows thorough understanding of the task as a whole and enriches the whole projects with the contributions made.

Written task 1: Poe Quest

Topic: Shared Prezi project.

Description of the Project:

For this project you will have to open a Prezi account in the following link :
https://prezi.com/login/?next=http%3A%2F%2Fprezi.com%2Fyour%2F

Then you will take part in a shared Prezi project as part of the class. You have to participate every week adding an interesting fact about Edgar Allan Poe's life and work.

Poe Quest: https://prezi.com/login/?next=http%3A%2F%2Fprezi.com%2Fyour%2F

Every contribution will be carefully revised so be sure to write the link of your source in the Bibliography section with your name in parenthesis. Remember repeated contributions will be deleted, so read you classmates' comments before adding yours. There will be a unique lab session to explain how to work on this part of the project.

Project timeline:

1. Instructions for the Poe Quest are provided during class.

2. 1 lab session of practice.

3. Advance will be graded after every participation.

4. There must be at least one participation per week.

DEADLINE:

Good Luck!

Rubric: Short Film

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding and following the instructions given for the project. • Makes a limited attempt to elaborate appropriate dialogues in a short film. • Makes a limited attempt to interact naturally. • Makes a limited attempt to communicate information containing relevant ideas to the story told and according to the genre they have chosen. • Uses limited vocabulary and grammatical structures, with frequent errors. • Makes a poor use of technology. • Uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange. • Makes a limited attempt to use language to suit the context.
13-15	The student: • Shows understanding and covers some of the main instructions given for the project. • Elaborates some simple dialogues in a limited range of familiar vocabulary; some dialogues are not in context. • Communicates some information containing relevant ideas according to the genre of their short film. • Uses a basic range of vocabulary and grammatical structures, with some inappropriate word choice and errors. • Uses pronunciation and intonation with some errors, some of which make understanding difficult. • Makes some use of technology to suit the task. • Uses some language to suit the context.
16-18	The student: • Responds appropriately to different requirements of a short film

		and its genre.
		• Usually interacts using structured exchanges in a fluent way.
		• Communicates ample information containing relevant ideas and some details of the story.
		• Makes good use of a basic range of vocabulary and grammatical structures, generally accurately.
		• Uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility.
		• Makes a good use of technology to improve task.
		• Usually uses language to suit the context.
	19-20	The student:
		• Shows understanding of information in relation to the project.
		• Responds appropriately to requirements of a short film and its genre.
		• Interacts in well-structured exchanges during the process of the film.
		• Communicates substantial information containing relevant ideas and some details in direct connection to the main theme of the short film and its genre.
		• Makes excellent use of a basic range of vocabulary and grammatical structures, generally accurately.
		• Uses clear pronunciation and intonation, which makes communication easy.
		• Uses language to suit the context.

Oral Task: Short Film

Description of the Project:

You will work in groups to develop a short film based on any of the film genres we have seen in class. Be sure to include the main features of each genre and to use technology appropriately. Remember to develop a script before you start shooting your short film and try to choose locations carefully.

Project timeline:

1.   Get in groups and prepare your script. Present the script for correction and feedback.

2.   Choose the genre you will like to develop and be sure to consider its main features.

3.   Record your short film in an appropriate location (consider location, silence, quality of audio, etc.) If it is necessary record it more than once.

4.   Present the first version of your short film in class to receive feedback.

5.   Edit your short film and remember to include an opening for your short film and credits.

6.   Upload your video in YouTube and remember to copy the link

Deadline: Tuesday, April 15th by midnight.

Rubric: Glogster

GRADE	LEVEL DESCRIPTOR
05-09	The student does not reach a standard described by any of the descriptors below.
10-12	The student: • Has difficulty understanding basic facts, main instructions and details related to the project. • Has difficulty recognizing basic aspects of format and style required to prepare a Glosgter. • Makes a limited attempt to engage with the task through participation within schedule; makes minimal attempt of personalization. • Shows limited understanding of the task as a whole and does not convey the message clearly.
13-15	The student: • Identifies some basic facts, main instructions and details related to the project. • Recognizes some basic aspects of format and style, required to create a good Glosgter. • Occasionally engages with the task by identifying ideas, stating opinions and making some attempt of personalization. • Shows some understanding of the task as a whole.
16-18	The student: • Identifies most basic facts, main ideas and details related to the project. • Recognizes most basic aspects of format and style, required to create an effective and unique Glosgter. • Usually engages with the task by expressing ideas, and opinions clearly; and making a clear attempt of personalization. • Shows considerable understanding of the task as a whole.
19-20	The student: • Identifies basic facts, more complex ideas and supporting details, and details related to the project. Also, presents contributions to the original proposal. • Engages with the task by identifying ideas, opinions and by making substantial connections with own perspective and point of view. • Shows thorough understanding of the task as a whole.

Option 1: Glogster

Topic: Tell us about your favorite movie. Description of the Project:

For this project you will have to open a Glogster account in the following link : http://edu.glogster.com/?ref=com

Then you can start creating your glogster about the topic mentioned above. Be sure to explore the tool before you start with the project and remember to include a summary of the plot (don't give away the ending!) the cast, main characters (good and evil), interesting details about it, the trailer and some pictures. Finally write a bibliography (webliography) with the list of websites where you found the information. There will be 2 lab sessions to work on it in class.

Project timeline:

1. Instructions for the Glogster are provided during class.
2. 2 lab sessions are scheduled.
3. Advance will be graded after every session.
4. The link of your glogster will be sent to the teacher by mail.

DEADLINE: Sunday Sept 21st midnight.

Good Luck!

Option 2: Glogster

Topic: Tell us about your favorite, band singer or song. We want to know as much as possible about it, the background, the beginnings, the singles, the awards, every single detail you can imagine.

Description of the Project:

For this project you will have to open a Glogster account in the following link : http://edu.glogster.com/?ref=com

Then you can start creating your glogster about the topic mentioned above. Be sure to explore the tool before you start with the project and remember to include a video and pictures of your band to ensure anyone will get the information you are sharing. Finally include a bibliography (webliography) with the list of websites where you found the information. There will be 2 lab sessions to work on it in class.
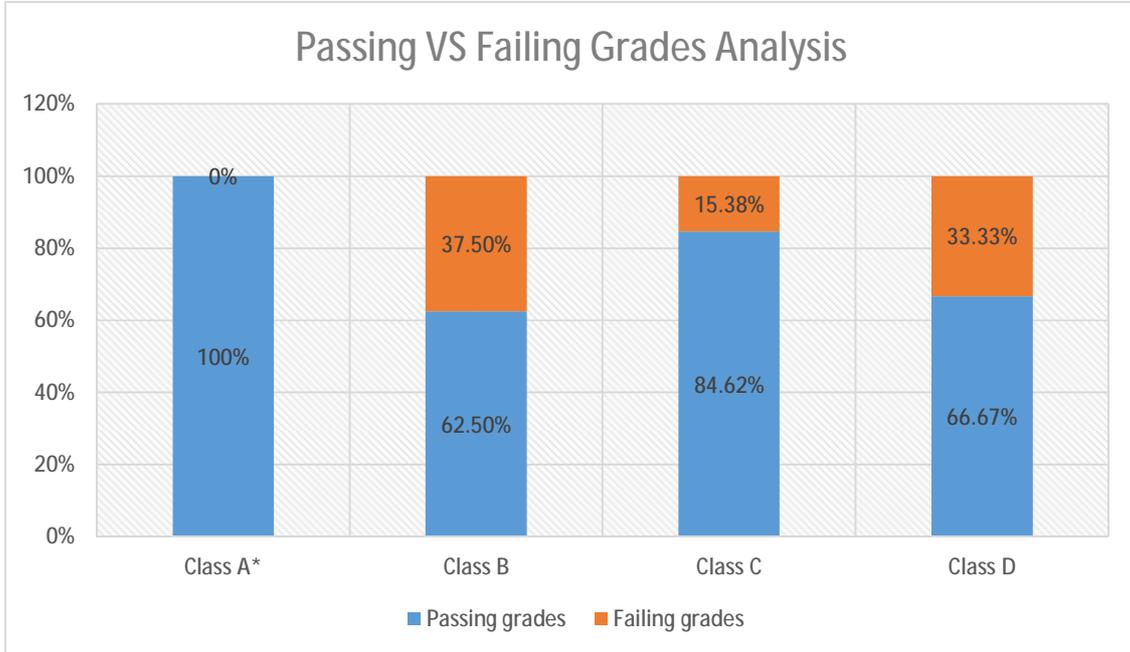
Project timeline:

1. Instructions for the Glogster are provided during class.
2. 2 lab sessions are scheduled.
3. Advance will be graded after every session.
4. The link of your glogster will be sent to the teacher by mail.
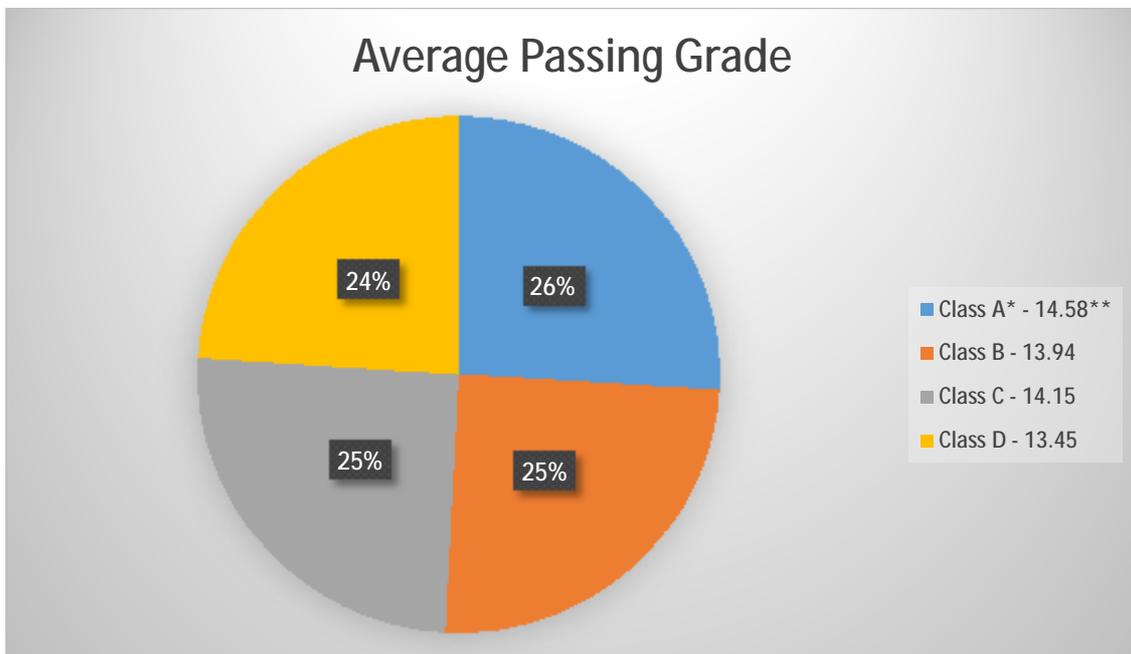

DEADLINE: Sunday Sept 21st midnight.

Graphics

Graphic A

Class A represents the group that participated in the Project while the others were not part of it.
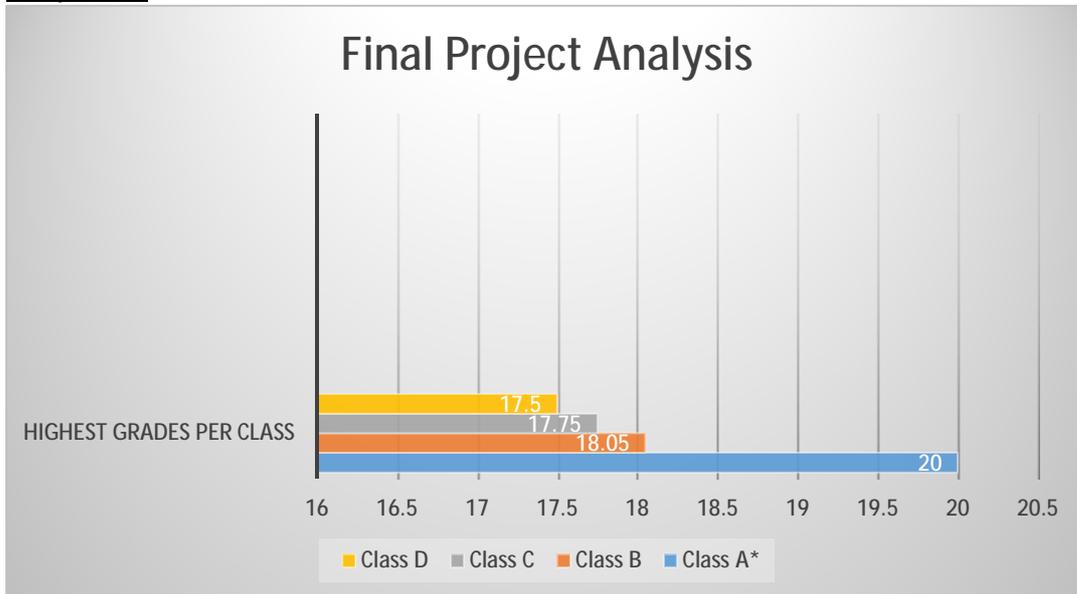
Graphic B

* Class A represents the group that participated in the Project while the others were not part of it.

**Considering grades in Peru are based on a vigesimal scale and the minimum passing grade at UPC is 13.

Graphic C

Final Project Analysis

HIGHEST GRADES PER CLASS

17.5
17.75
18.05
20

16   16.5   17   17.5   18   18.5   19   19.5   20   20.5

■ Class D   ■ Class C   ■ Class B   ■ Class A*

* Class A represents the group that participated in the Project while the others were not part of it.

**Considering grades in Peru are based on a vigesimal scale and the minimum passing grade at UPC is 13.
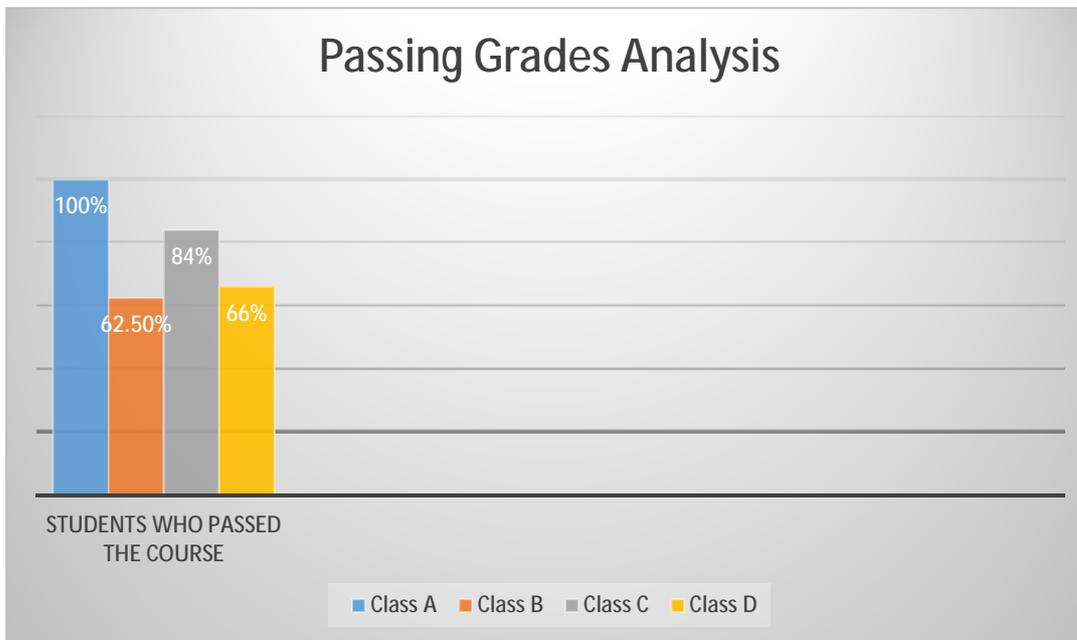
Graphic D

Passing Grades Analysis

100%
84%
62.50%
66%

STUDENTS WHO PASSED THE COURSE

■ Class A   ■ Class B   ■ Class C   ■ Class D

*Class A represents the group that participated in the Project while the others were not part of it.