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| **Ulusal Pedagoji Koordinatör Gözlem Notları Sayfası** | |
| **Tarih: 27/11/2011** | **Öğrenme Hikayesi: WORKING WITH OUTSIDE EXPERTS** |
| **Sınıf mevcudu : 48**  **Yaş: 13-14** | **Ders: ENGLISH**  **Teknoloji: IWB, WEB.2 tools, teamup, audio record tools,blogs**  **Wikispaces,** |
| Öğretmen aşağıdakilere yönelik ne yapmaktadır : *(* *Değerlendirme Planı "Tanımlar"a bak )*  **Individualisation** / bireyselleştirme:   * From the beginning, my students have freedom to design the activities like the schedule or the way how they are involved in the learning community. They discuss the process and each of them takes their own responsibilities. In every group, each student has a task to form their assignments as a jigsaw puzzle.For example; when they prepare questions, all of them have to get ready or at the outside task they are divided into groups again within the groups. Some of them go to one place (eg.Municipality and interview with a responsible)some prefers another place (eg. visiting historical places and interwieving with tourist).Therefore,each of them has a task. * Moreover, I offer support to my students in the evenings by using ‘SKYPE’ ,when they need information input and some explanations. This kind of invidualisation is beneficial for us for the time interaction of supply and demand in the learning process.   **Collaboration /işbirliği** :  Our groups are always heterogeneous in which faster learners help slower learners by tutoring and sometimes☺forcing them to work. They require feedback to each other by commenting their blogs and facebook pages to make their projects one step further.  They cooperate a lot because they are actively involved in the group work.For example, if one is responsible for their blogs ,the other prepares voice-records or write the reports.  **Creativity /yaratıcılık :**  Most of the teams have to organize something like a campaign at school. For example, our ‘Tourist Attractions ‘group will organize a school trip. They will prepare brochures and posters,etc. Our ‘Protecting Our School’ group will start a campaign called ‘Cleaner School’. They will write slogans and precautions and prepare posters. Then, they will hang them all around the school and encourage the other students join their campaign.  **Expressiveness /ifade gücü :**   * By interviewing experts outside the school ,they get a chance to express themselves interactively. * Their group work is a kind of learning community so their each step into an intensive discussion of a determined topic, their chance to exchange and present knowledge provides them to express themselves and improve both social and self-competence. * While studying ,they record their flashnews also it is a kind of expression. * At the end ,they will write reports and prepare presentations about what they learn during their discovering process. | |
| **How is the teacher integrating innovative technological tools within their pedagogy?/**öğretmen yenilikçi teknolojik araçları kendi pedagojisi içine nasıl entegre ediyor?  Our lessons are generally visual. To explain the topics and to provide exercises or a learning context, we use smart board a lot. Online quizzes, powerpoints, short videos with the help of Web.2 tools make the lessons more interactive. Both teachers and students are familiar with learning platforms and web connections. | |
| **What is innovative about the way the teacher is teaching?** /öğretmenin öğretimindeki yeniliği nedir?  I haven’t experienced the ‘teamup’ tool before. In my learning activities, I always make group work but not like the organized way in teamup because in Turkey, classes are so crowded and it is difficult to keep up all the students.  To inform the teacher in each step by recording their voices helps me to follow and mentor them easier. | |
| **How are the students responding to the learning activities?/** Öğrenciler öğrenme etkinliklerine nasıl tepki veriyorlar?  They haven’t realised the contributions to the long-term impact of their learning process yet. However, they all try to do something to achieve the goal except for a couple of lazy students☺(I must be honest) Recording to their voices and listening to others create an enjoyable atmosphere for them. | |
| **Is the classroom setting/setup appropriate for implementing this Learning Story? How?** / Sınıf ortamı / kurulumu bu Öğrenme Hikayesinin uygulanması için uygun mudur?Nasıl?  Yes ,we have suitable setting in our class such as IWB, netbooks of students and internet access. We can handle e-learning activities. However, w e sometimes suffer from the internet network because it is too slow for 40 netbooks access at the same time. Teamup tool fails in the school. My students cannot upload their flashnews and even their pictures in the class. Our Ministry of Education system forbids some websites and students have difficulty in searching the net. | |
| **Is there teacher/student engagement with others beyond the classroom? Who? How?** / Sınıf dışından diğer öğretmen / öğrencilerden katılımı var mı? Kim?Nasıl?  They have communications with the school principles and other English teachers. For example,’How to improve English’ group created a questionnaire for the other English teachers support. ‘Protecting Our School’ group had an appointment with one of our school principles and cleaning staff. | |
| **Is there anything else you would like to note?** / Belirtmek istediğiniz başka bir şey var mı?  In team-up tool , if there was a comment part for students feedback ,that would be more beneficial.  Moreover, the icons for the mental notes are not enough for evaluation. There should have been a part for private notes that could only b e visible for the students .(private message part) | |