

Introduction

All too soon we will each return to our individual schools. We will be faced with the challenge of disseminating and demonstrating to others what we have experienced outside of the dynamics of a living breathing primary school. My challenge to you is to think about how you might share your experience and skills to your colleagues when you return to your school.

Tell us **what**, **how** and **why**

With that aim in mind here are some guidelines to assist you in what might be included in your presentation.

Presentation General Guidelines

- **Identify** the textbook unit/theme that your group has chosen to integrate with eResources
- **Introduce** the basic aspects of the short unit plan (level, length, objectives, etc.)
- **Introduce** your eBook/WebQuest
- **Identify** the final product (if any) that the students will create as evidence of learning
- **Describe/Highlight** how and why your eResources should be used in lessons (**How:** teaching strategies and approaches; **Why:** Bloom's/TPCK) You may want to include personal evidence of the effectiveness of these strategies by referencing yourself as both a student and a teacher.
- **Model** the use of select eResources demonstrating how they can be used and explaining how they change what happens in or out of the class (Teaching strategies/approaches) *Seeing is believing. Show your colleagues how it's done, because if you can do it, they can do it too.*
- Each group should provide a 15-20 minute presentation with all members contributing orally.

Schedule for presenting: Please be **punctual**. As this is people's final assessment, I will lock the door at 9:35am to prevent interruptions. All computers will be put away.

PDP BWP 112 Integrating Information Technology in the ESL Classroom (ENG5396) Criteria for Task 1: Presentation of GUP					
	Outstanding A+(23.5 - 25) A(22.5 - 23) A-(21 - 22)	Good B+(20 - 20.9) B(18.5 - 19.9) B-(17 - 18.4)	Satisfactory C+(16 - 16.9) C(15 - 15.9) C-(13.5 - 16)	Pass D(11 - 13.4)	Fail F(0 - 10)
Content	Substantial and very interesting content, well supported by relevant principles and theories.	Substantial and interesting content, supported by relevant principles and theories.	Appropriate and fairly interesting content, most supported by relevant principles and theories, with minor flaws.	Appropriate content, but with some major flaws.	Inappropriate content, which is not supported by relevant principles and theories.
Organization	Logical, intuitive sequence of the information. Very clear and direct.	Logical sequence of the information. Clear and direct.	Largely logical sequence of the information. Organization sometimes not clear enough.	Some logical sequence of the information, but organization is confusing or flawed.	No logical sequence of the information and it is incomprehensible.
Originality	The IT application shows significant evidence of originality. The majority of the contents and ideas are fresh and original.	The IT application shows good evidence of originality. Many of the contents are fresh and original.	The IT application shows some evidence of originality. There is some copying of other people's ideas and inventions.	The IT application shows only a few evidence of originality. There is a great collection of other people's work.	The IT application is merely a collection of other people's work.
Layout Design	Very attractive layout, very good use of multimedia elements, elegant design.	Attractive layout, good use of multimedia elements, nice design.	Good layout, appropriate use of multimedia elements and appropriate design with some flaws.	Plain layout, fair use of multimedia elements, some parts of the design are not appropriate.	Poor layout, poor use of multimedia elements, not appropriate design.
Language	Excellent language use, no grammatical errors.	Good language use, very few grammatical errors.	Appropriate language use, some grammatical errors.	Sometimes inappropriate language use, many grammatical errors, which do not impede comprehension.	Inappropriate language use, many grammatical errors, which impede comprehension.

Group Unit Plan (GUP)

In your lesson/unit plan, you might want to include:

1. Group Name
2. Title of the WebQuest/eBook to be used in the lesson, and the target level of students
3. Technical resources needed: type and number of devices, WiFi, software, apps & etc.
4. Number of Lessons (2 or 3) and the Length of each lesson
5. Language objectives and other learning objectives of your lesson(s).
6. Teaching and learning activities step by step (other worksheets/teaching material can be attached if necessary)
7. Preparation before and Follow-up activities after the completion of the WebQuest /sharing of the eBook.
8. Highlights of the specific teaching and learning strategies to be employed (comparison, task, process, design, prediction, role play, drama, etc.)
9. Rationale (reasons why these choices were made)
10. Evaluation (teachers' own criteria for what would make this unit plan successful if it were used in teaching)

Assessment

The presentation will be formally assessed and will weigh 25% of your total grade. The group unit plan (GUP) will be assessed separately and will weigh 50% of your total grade. The whole group will receive the same grade for the presentation and GUP. It is expected that each member of a group will contribute equally to the oral presentation and creation of the GUP. The session will be videotaped for grading purposes. Thanks for your cooperation.

Assessment Rubrics for Assignment Task 2

PDP BWP 112 Integrating Information Technology in the ESL Classroom (ENG5396) Criteria for Task 2: Group Unit Plan based on group-designed IT Application				
	Outstanding A+(47.5 - 50) A(45 - 47) A-(42.5 - 44.5)	Good B+(40 - 42) B(37.5 - 39.5) B-(35 - 37)	Satisfactory C+(32.5 - 34.5) C(30 - 32) C-(27.5 - 29.5)	*Pass D(22.5 - 27)
Content	Substantial and very interesting content, well supported by relevant principles and theories.	Substantial and interesting content, supported by relevant principles and theories.	Appropriate and fairly interesting content, most supported by relevant principles and theories, with minor flaws.	Appropriate content, but with some major flaws.
Organization	Logical, intuitive sequence of the information. Very clear and direct.	Logical sequence of the information. Clear and direct.	Largely logical sequence of the information. Organization sometimes not clear enough.	Some logical sequence of the information, but organization is confusing or flawed.
Originality	The IT application shows significant evidence of originality. The majority of the contents and ideas are fresh and original.	The IT application shows good evidence of originality. Many of the contents are fresh and original.	The IT application shows some evidence of originality. There is some copying of other people's ideas and inventions.	The IT application shows only a few evidence of originality. There is a great collection of other people's work.
Layout Design	Very attractive layout, very good use of multimedia elements, elegant design.	Attractive layout, good use of multimedia elements, nice design.	Good layout, appropriate use of multimedia elements and appropriate design with some flaws.	Plain layout, fair use of multimedia elements, some parts of the design are not appropriate.
Language	Excellent language use, no grammatical errors.	Good language use, very few grammatical errors.	Appropriate language use, some grammatical errors.	Sometimes inappropriate language use, many grammatical errors, which do not impede comprehension.
*Fail (0-22): A failing grade fails to meet the minimal criteria detailed above for a passing grade.				