

## DIIGO-BASED TASKS

<b>TARGET GROUP</b>	Level: B2/C1+
<b>CONTEXT</b> (Ex: in class, online etc.)	Virtual learning environment
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Acquiring new vocabulary</li> <li>• Developing reading skills and understanding of more complex texts</li> <li>• Reading genuine material in target language</li> </ul>
<b>TOOLS AND RESOURCES</b>	<a href="#">Diigo</a> , Internet connection
<b>CONTENT</b>	<p>Find an article in the target language newspapers and read it using annotation feature (highlighting, sticky notes etc.). Share it in Diigo Group with a native speaker (perhaps the help can go both ways if he/she is learning your language). Alternatively, teachers can make it teacher-students task where teachers divide students into groups and assign reading material in which they have to use annotation features.</p> <p>So what do you need to be able to do this?</p> <ol style="list-style-type: none"> <li>1) Each person needs a Diigo account</li> <li>2) Create a Diigo Group that you both (all) need to join</li> <li>3) Share the webpage you will be getting help with to the group</li> <li>4) Start highlighting and “sticky note-ing” (you will need to install a browser plugin to use many of the features beyond basic bookmarking)</li> <li>5) Set up some system for notifying when corrections/feedback is entered and ready (group notifications, change the colour to a third colour meaning “answered,” or some other method. A simple email can work.</li> </ol>

### ASSESSMENT

#### EVALUATION OF STUDENTS’ WORK

#### TEACHER SELF-EVALUATION OF THE ACTIVITY

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### ADDED VALUE

(Increase in value created by the use of the ICT tool)

- Learners are able to annotate online material and share it with others.
- Online collaboration in reading is made possible.
- Diigo enables having instant feedback from teachers/natives.

### POTENTIAL CHALLENGES

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