

## PADLET / SCREENCAST-O-MATIC / PREZI / POWERPOINT-BASED TASKS

A trailer-based project

<b>TARGET GROUP</b>	Age: Secondary school students (of Spanish), but with changes to content adaptable to all target languages Level: A2/B1
<b>CONTEXT</b> (Ex: in class, online etc.)	Classroom
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learning new facts about Colombia</li> <li>• Learning about other cultures where the target language is spoken</li> <li>• Communicating in the target language</li> <li>• Listening to a different dialect of the target language</li> </ul>
<b>TOOLS AND RESOURCES</b>	<a href="#">Padlet</a> , <a href="#">Screencast-o-Matic</a> , <a href="#">Prezi (PowerPoint)</a> , YouTube, Internet access , Maria Full of Grace (film)
<b>CONTENT</b>	<p><b>STEP:</b></p> <p><b>Lesson 1 and 2</b> Give your students a task to find out more about Colombia and the immigration to the US from Latin America, doing an Internet research in groups. Their thoughts and findings should then be presented on Padlet (one Padlet for each group) and they should make short presentations of their findings to the class.</p> <p>Then, give students a short summary of the film Maria Full of Grace (María llena eres de gracia), to translate in pairs.</p> <p><b>Lesson 3 and 4</b> I presented the final assignment (see below) and the students watched the film Maria Full of Grace (María llena eres de gracia). While watching the film, they brainstormed vocabulary (using Padlet) that they found useful for the upcoming task.</p> <p><b>Lesson 4-6 (7)</b> The final assignment was to record a trailer (in groups of 3 or 4), choosing from 35 pictures from the film (screenshots made by me beforehand). They were allowed to choose 10 pictures and prepare a manuscript to each picture. By using Powerpoint (or Prezi) (one picture/slide) and Screencast-o-Matic they recorded 20-30 seconds audio about each picture that resulted in a 3-5- minute-long trailer about the film. What is interesting is that the students find different parts of the film important to bring up in their trailers.</p>

### ASSESSMENT

#### EVALUATION OF STUDENTS' WORK

Students can be evaluated according to:

- the understanding of the film,
- the spoken material they produced using the vocabulary that they have learned from the film

#### TEACHER SELF-EVALUATION OF THE ACTIVITY

The students thought it was fun to do something else, not only write about or discuss the film.

### **ADDED VALUE**

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

This task combines several learning outcomes and it's something new for the students, who are used to writing about films. It's also a collaborative task where they learn to work together and since they are supposed to show their videos to their peers they really put effort into making the trailers.

### **POTENTIAL CHALLENGES**

There should be a sufficient number of computers in the classroom.  
Some students may have problems using microphones.

Example provided by Marija Jovanovic  
Source: [ict-rev.wikispaces.com](http://ict-rev.wikispaces.com) (registration required)