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Instrumente Structurale
2014-2020

*Proiect cofinanțat din Fondul Social European – Programul Operațional Capital Uman 2014 – 2020
Axa Prioritară 6: Educație și competențe / Operațiune compozită OS 6.5, 6.6. Îmbunătățirea competențelor personalului didactic din învățământul preuniversitar în vederea promovării unor servicii educaționale de calitate orientate pe nevoile elevilor și a unei școli inclusive
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Liv_A4.1_self-assessment_word cloud

Using a Word Cloud Maker to Self-Assess Writing

Partea 2 (Varianta august 2023)

Classroom interaction: T-S, S-T, S-S. Students will work individually, in pairs.

Teachers' roles in different stages of the lesson to facilitate effective learning and engagement among the students:

Introduction

- Greeter – The teacher welcomes the students and sets positive tone for the lesson.

Explanation of Lesson:

- Instructor – The teacher explains the purpose of the lesson, the concept of using word clouds for self-assessment and introduces the objectives.

Review of Aims and Objectives

- Clarifier – The teacher rewrites the aims and objectives of the lesson, ensuring that students understand what they will be achieving during the lesson.

Warm -up

- Facilitator – The teacher guides the introduction activity, encouraging students to share their vocabulary ideas and facilitating a discussion around them.

Writing

- Facilitator – The teacher provides the writing prompt and or story starter and supports students as they work on their writing, helping and answering questions if needed.

Self – Assessment

- Guide – The teacher guides students through the process of creating a word cloud using the chosen tool (Wordcloud.com), ensuring they understand how to generate the word cloud.

Feedback:

- Facilitator – The teacher guides the discussion about the word cloud and encourages students to analyse their generated word clouds, sharing insights and surprises they have discovered.



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Conclusion:

- Summarizer – The teacher recaps the main points of the lesson, underlining what was learned and achieved.
- Motivator – The teacher encourages students to continue using technology for learning and writing improvements.

Debriefing exercise

- Moderator: During the debriefing exercise, the teacher guides the reflection process, encouraging students to share their thoughts and insights about the lesson.

Throughout the lesson

- Monitor / observer – The teacher monitors students' involvement and progress, gauges their engagement, and offers support and guidance where needed.
 - Motivator: The teacher keeps energy and enthusiasm high throughout the lesson.
- Classroom management:
- Manager: The teacher manages the flow of the lesson, the use of technology tools, and ensures a respectful and focused classroom environment.

In this lesson, the teacher's roles involve instruction, facilitation, support, guidance, and motivation, creating a dynamic and productive learning experience for the students.

Procedure

1. Introduction

Greet the class and introduce the lesson. Explain that they will be using a word cloud maker to self – assess their writing.

Review the aims and objectives of the lesson.

Example:

Good morning / afternoon / Hello! I hope you're all doing well today.

Today we have an exciting lesson planned that will help enhance our writing skills using technology.

Please look at the pictures, read the quote, reflect, and guess what we will learn about today. You have the link to the jamboard, please write a word or short statement board that reflects the topic you think we will cover. You already know there is no wrong answer.



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„WE CAN'T IMPROVE WHAT WE DON'T ASSESS”

Michael Hyatt, Living Forward: A Proven Plan to Stop Drifting and Get the Life You Want



Michael Hyatt, an American author, podcaster, blogger, speaker, and the CEO and founder of Michael Hyatt & Company says: “We can't improve what we don't assess”.

We will be diving into the world of word cloud makers and exploring how they can be a powerful tool for self – assessing our writing.

In this lesson we will be using a word cloud maker to visually represent the vocabulary we use in our writing. It will allow us to see the prominence and effectiveness of the words we choose. By examining our word clouds, we can gain valuable insights into our writing and identify areas for improvement.

The main objectives of today's lesson are to develop our writing competencies using technology, write an engaging story, and then self-assess the vocabulary we use within that story using a word cloud. By doing so, we will be able to provide ourselves with constructive feedback on our written work, leading to growth and improvement in our writing skills.

So, get ready to unleash your creativity and explore the power of technology in enhancing our writing. Let's dive in and have an engaging and productive lesson today!

2. Warm-up to engage the students and set the tone for the lesson:

Warm-up Exercise: "Vocabulary Voyage"

Preparation:

Prepare a set of vocabulary words related to the themes of writing, creativity, and technology. These could include words like "imagination," "innovation," "expression," "digital," "inspiration" etc.

Introduction:

Begin the lesson by introducing the warm-up activity. Explain that you'll be using Mentimeter to explore some important vocabulary related to the lesson's themes.

Using Mentimeter:

Open Mentimeter and create a "Word Cloud" slide.

Ask the students to go to the Mentimeter link you provide.

Display the generated Word Cloud on the screen with the words you've prepared. Explain that this represents the collective thoughts of the class on the given topic.

Prompt:

Ask the students to take a moment to choose one word from the Word Cloud that resonates with them the most or that they find intriguing.

Engagement:

Have each student input their chosen word into the Mentimeter link provided by you. As they do this, the Word Cloud will start to shape based on the input from the entire class.

Discussion:





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As the Word Cloud takes shape, engage the students in a short discussion about why they chose the words they did. What do these words mean to them? How do these words relate to writing, creativity, and technology?

Reflection:

Summarize the discussion and point out the interconnections between the chosen words. Highlight how these words create a foundation for today's lesson.

3. Writing (20 minutes)

Provide writing prompts or story starters for the students.

Ask students to write the story inspired by the writing prompts / story starter.

Allow students to work on their own or in pairs.

Monitor their progress and offer help and support as needed.

Possible writing prompt/story starter for this activity:

Prompt: You have just discovered a mysterious key in your backyard. What does the key unlock? Write a story about your adventure.

Starter: As I was digging in my garden, I suddenly felt a hard object. Brushing the dirt away, I found a rusted key with an intricate design. Curiosity getting the best of me, I tried to turn the key in every lock I could find. None of them worked. But just when I was about to give up, I noticed a strange marking on the garden wall. It was like nothing I had seen before...

4. Self-Assessment

Ask students to copy and paste their written work into Wordcloud.com.

Generate a word cloud with the tool and display it on the screen.

Ask students to compare the word cloud with their original writing.

Encourage students to reflect on the words they used, and if they accurately convey the meaning they intended.

5. Feedback

Use Mentimeter.com to create a poll and ask students to rate their experience with the word cloud maker.

Ask students to share one word or phrase that describes their feelings about using technology to self-assess their writing.

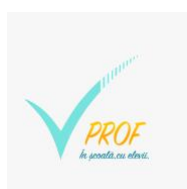
Provide feedback on the overall class performance and highlight areas where they excelled or need improvement.

6. Conclusion

Recap the lesson and highlight the main points.

Encourage students to continue using technology to improve their writing skills.

Thank the class and conclude the lesson.





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Activity you can use to recap the lesson and highlight the main points to encourages collaboration, creativity, and active engagement with the lesson content, to reinforce students' understanding, to allow students to share their perspectives and insights:

Divide the class into small groups of 3- 4 students each.

Give each group a large sheet of paper and a set of markers or coloured pencils.

Ask each group to create a visual representation of the main points covered in the lesson, using words, symbols, images, and colours to highlight the key concepts and ideas.

Encourage the groups to be creative and use their imaginations to come up with unique and interesting visual representations.

After about 10-15 minutes, ask each group to share their visual representation with the class.

As each group presents their visual representation, have them explain the meaning behind their choices and how they relate to the main points of the lesson.

After all groups have presented, lead a class discussion to identify common themes and ideas that emerged across the different visual representations.

Summarize the main points of the lesson based on the visual representations and the class discussion.

7. Copy and paste your original writing into Wordcloud.com.

Ask students to:

Generate a word cloud with the tool.

Ask students to compare the word cloud with your original writing.

Ask students, in the space provided, to write a short reflection on the following:

Q&A

How accurately does the word cloud represent the main themes and ideas of your writing?

Are there any words that surprised you or that you did not expect to see in the word cloud?

What changes would you make to your writing to improve the accuracy and effectiveness of the word cloud?

Assessment Exercise:

Using the reflection questions above, ask students to write a short paragraph (about 100-150 words) comparing their original writing with the word cloud generated from it, and to include specific examples and details to support their analysis.

Criteria for Assessment:

Ability to accurately compare the word cloud with the original writing.

Thoughtfulness and insightfulness in the reflection.

Effective use of specific examples and details to support the analysis.

Overall clarity, coherence, and organization of the writing.





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The criteria and the length of the assessment exercise should be adjusted to better fit the needs and abilities of your students.

8. A debriefing exercise at the end of the lesson to encourage reflection discussion, and critical thinking, while also providing an opportunity for students to share their insights and perspectives with their colleagues. By summarizing the main points of the lesson and providing additional resources, students are helped to consolidate their learning and feel confident in their understanding.

Ask students to reflect individually on what they learned from the lesson and what they found most valuable or interesting.

Give them a few minutes to jot down their thoughts in a notebook or on a piece of paper.

Divide the class into pairs and ask each pair to share their reflections with each other.

Encourage the pairs to discuss their similarities and differences in their reflections, and to ask questions and share their own perspectives.

After about 5-10 minutes, bring the class back together and ask for volunteers to share their reflections with the whole class.

Encourage the class to ask questions and engage in a discussion about the lesson, including what they learned, what they found most valuable or interesting, and any remaining questions or uncertainties they may have.

Finally, summarize the main points of the lesson and provide any additional resources or information that may be helpful for students to continue their learning.

Elaborat de expert în implementare curriculară cu abilități TIC

Păunescu Megdonia P2



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