

LEARNING CARD

I'll explain it better

Description	This activity allows students to present content included in the subject's syllabus with the aid of different presentation software and applications and to assess the audience's learning by means of digital games. It also enables them to assess the pros and cons of each application used.
Tag	<ul style="list-style-type: none">• Design• Media• Social Media• Web
Skills	<p>PRODUCTION</p> <ul style="list-style-type: none">• Create and modify writing productions• Create and modify drawings and designs• Use drawing and design tools <p>SOCIAL MANAGEMENT</p> <ul style="list-style-type: none">• Participate in social media• Collaborate• Coordinate and lead• Teach
Learning areas	<ul style="list-style-type: none">• Arts• Foreign Languages• Language• Learning Support Teacher• Mathematics• Physical Education• Professional Competences• Religion and Ethics• Sciences• Social Sciences• Technologies
Card language	<ul style="list-style-type: none">• Spanish• English

Structure

Sessions	3 (Variable)
Duration	180' (may vary according to the number of sub-groups)
Number of participants	10-30
Age	<ul style="list-style-type: none">• 10-13• 14-16• 17-18

Materials

- Mobile phones
 - Tablets
 - Computer
 - Projector
 - Internet connection
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Process

Key questions

- How can content be effectively delivered in a class or presentation?
- What makes a presentation complete, interesting and useful?
- How can understanding be effectively assessed?
- What components should the presentation have?
- Is technology helpful in this activity? How?
- What could have been a better way to carry out this activity?

Development

SESSION 1

The teacher introduces the topic of presentations.

Students list the presentation tools they know (Powerpoint, Prezi, Google Slides...)

The students and teacher discuss the characteristics of a good presentation, and the components a presentation should have to be clear and helpful to the audience.

Suggestion: This could also be a good moment to discuss how students feel when they have to make presentations, what they think their strengths and weaknesses are and how they could try to compensate for these and overcome them. **(10´)**.

Students are divided into groups of four and are given a topic they need to present in front of the class and teacher.

Suggestion: Depending on the stage of the course when this activity is carried out, the teacher can decide to have topics raffled or to allow the students to choose any topic from the syllabus freely. **(5´)**.

Each group needs to read and conduct some research about the given topic and produce a digital visual aid to deliver a presentation in front of the class.

They can use any application they like, such as Powerpoint, Keynote, Prezi, Google Slides, Haiku Deck, among others.

The teacher makes sure not all groups are using the same tool.

The teacher makes sure students take into consideration a checklist with all the components the presentation needs to have, which were proposed and discussed collectively at the beginning of the activity. These could be: front page, table of contents, clear images, concise text, friendly colors, conclusions and references, among others. **(30´)**.

Once students have prepared the presentation, they have to get organized and decide on the roles each member of the group will have when they make the presentation.

(5'-10´ - End of Session 1).

SESSION 2

Apart from the presentation itself, each group needs to think about a digital activity to assess the audience's understanding of the contents they have shared.

It could be a game, a quiz, a wordsearch a crossword or any other idea they might have.

Suggestion: the teacher encourages students to think about activities that have a playful, game-associated element.

In addition to choosing the tool they will use to design the activity, they should think about how they will apply it. Will they share it with their peers using a social network? Will they show it to the whole group together using the projector?

Websites such as Kahoot, bookwidge or polleverywhere offer the possibility of easily creating games. **(30´)**.

Students try out their games/activities and check they work well. **(30´ - END OF**

SESSION 2)

SESSION 3

The students deliver their presentations and afterwards they conduct their activities or games. **(Duration: may vary depending on the number of students.**

Approximately 10´per group).

After the presentations the students evaluate the features and characteristics of the tools they used.

Suggested questions:

-In which ways were they useful?

-Did they have features that help the presenters?

-Were they easy to use?

-Did the tools fulfil our needs?

In the same way, the tools used for the game or following activity can be evaluated. As well as the role of games and this type of activity in learning.

(10´ - END OF SESSION 3)

Evaluation

Once all the groups have delivered the presentations and played the assessment games, they assess the tools they have used and comment on advantages and disadvantages of each one.

Optional: An online whiteboard is created to share their thoughts about the applications they have used. To do this they can use padlet, lino or any other application they might prefer to use.

Students also assess their own performance delivering their presentations and listening to the other groups' presentations. Were they able to overcome their weaknesses? Were they clear and to the point? Did they achieve their aims?

References for professors

• Lino: <http://en.linoit.com/>
Padlet: <https://padlet.com/>
Prezi: <https://prezi.com/>
Kahoot: <https://kahoot.com/>
Book widgets: <https://www.bookwidgets.com/widget-library>
Pooleverywhere: <https://www.polleverywhere.com>

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