



LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App:



LESSON NAME: : “MY VOICE” online magazine

DURATION: : a school year project based plan

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OVERVIEW

Due to the rapid technology development the media world has come a long way, online reading has become a trend and access to newspapers, books and magazines is possible anytime, anywhere.

Given the voice and choice in the process and with entrepreneurial spirit, students can co create their own **online magazine**.

Collaboration can take place among students either at school level or at international level as a cross border project; it can be a public voice to share perspectives and viewpoints, to build coalitions or change policies engaging the community in issues of public concern. It is the perfect way to engage the students, encourage self-expression and promote leadership skills.

Besides adopting the methods of “differentiated teaching” it gives the opportunity to include all students in a mixed ability classroom covering the needs of both the ones good at writing and others with artistic or ICT skills as well.

LEARNING OUTCOMES

The plan is an attempt to construct a holistic project-based lesson that combines all 3 domains (cognitive, affective, and psychomotor) in the learning procedure.

More specifically the students will be able to

in the **cognitive domain:**

- apply existing or new-gained knowledge and forms of written language effectively

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- . analyse the content and structure of press articles
- . organize content
- . compose content and headings
- . explore visual language
- . criticize each other's work
- . evaluate

In the **affective domain**

- . collaborate on a common outcome
- . communicate
- . express their feelings and ideas in an effective way
- . argue on topics of common interest
- . think critically as responsible citizens
- . create their own material as a means of expression
- . enjoy

In the **psychomotor domain**

- . use ICT as a means of communication, source of information, expression and creativity (pbworks, Microsoft publisher, Calameo)
- . use their cameras to create their own product

PREPARATION AND MATERIALS

Considering that at this level the students are familiar with the several forms of writing they are urged:

- . To have an intense look at magazines and papers brought into the classroom and comment on the construction and eye-catching elements.
- . To find out about the people who have worked and are behind the pages.
- . To use the presentation as a guide on roles and tips.
http://users.sch.gr/ggkouvats/my_voice.pptx



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MATERIALS

- pptx presentation with tips for each role
- http://users.sch.gr/ggkouvats/my_voice.pptx
- school library material
- Internet connection (for the reporters to collect/check material, photographers to search for CC material in case they cannot shoot their own)
- Microsoft Publisher (2010) for the designers to work on the layout and visual aspect of the articles
http://download.cnet.com/Microsoft-Office-Publisher-2010/3000-2075_4-10704824.html
as well as the guide <http://www.gcflearnfree.org/publisher2010>
- A free publishing tool e.g. www.calameo.com and <https://www.youtube.com/watch?v=WvRodVxRAp4> (tutorial)
- A free logo maker tool e.g. <http://logotypemaker.com/logo-maker>



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Teacher page

Evaluation

App:



PROCEDURE

1. In class they decide on 5-6 different “beats” (=subject areas) based on topics such as (politics, social life, culture, art, youth issues, education/school matters, entertainment)
2. They form heterogeneous groups regarding competence and gender according to the section they have chosen
3. In groups with the students’ own proposals, the topics to be tackled throughout the project are discussed and agreed.
4. They choose their role according to their skills and preferences e.g. a reporter, a photographer, an editor, a web master etc.
5. Each group then brainstorms their ideas and prepares drafts of the article. (They might write about their own ideas or carry out a research on the chosen topic via the Internet and/or the school library.)
6. Students may consult the ppt guide according to their roles
7. They organise the content, include the other groups’ points of view (suggested since there will be a common outcome) and decide on the layout and visual aspect of the article. At this point jig-saw pattern can be applied since they are encouraged to form role-based groups and discuss/argue on matters concerned.
8. Editors are reminded of how to write eye catching headings
9. The articles are combined into a single on-line e-magazine, using a free publishing tool <http://en.calameo.com/>
10. The students reflect upon and evaluate their own work and performance. Evaluation as a project based learning may well take place as a form of peer assessment within group contribution. (attached)

If it is applied as a multinational distant project on a collaborative platform:

In step 1 The teachers use the English syllabus as a starting point and try to link the topics to the curricula and interests of countries involved.

In step 2 In order to form mixed-partner groups, an XL or a google XL (attached file) would be convenient. (picture 2 attached)

<https://docs.google.com/spreadsheets/d/1Cn4VmDQbZez3pE1kQKtIKDxXfV2NvuHsXwhb0b-tKQg/edit#gid=0>

In steps 5-7 They are encouraged to use collaborative tools and the articles are uploaded to the platform for visibility and comments by each partner group.

<http://www.pbworks.com/>



LESSON TOPIC: "MY VOICE"

AUTHOR: Glykeria Gkouvatsoy

PEER ASSESSMENT

You may value yourself and your group members for each listed attribute.

Your grades should be from 1 (lowest performance) to 4 (highest performance)

ATTRIBUTE	yourself					
Contributed positively to group's decision-making procedure						
Completed the work on time and accurately						
Helped others with their work when needed						
His overall presence in the group was valuable						
TOTAL						



SECTIONS	SCHOOL 1	SCHOOL 2	SCHOOL 3	SCHOOL 4	ROLES
ENVIRONMENTAL ISSUES					reporter photographer Webmaster editor copy editor
EDUCATION					Reporter photographer Webmaster editor copy editor
YOUTH WORRIES					reporter photographer Webmaster editor copy editor
TECHNOLOGY					reporter photographer Webmaster editor copy editor
ART-ENTERTAINMENT					reporter photographer Webmaster editor copy editor
SOCIAL MATTERS					reporter photographer Webmaster editor copy editor