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| Learner Needs |
| Students need to know and understand various literary devices in order to meet CSTs for interpreting and analyzing literature. In particular, my students needed a homework assignment that would introduce them to or review for them various literary devices. Furthermore, by being posted in Edmodo and requiring the students to view and take Cornell notes on the presentations, the concepts taught would be reinforced several ways at several times.  Unanticipated outcomes? |
| Unanticipated Support Needed by Learners |
| Six different groups of honors ELA 9 students created presentations for posting on Edmodo and/or presenting to the class. While most seemed clear on what it was they needed to do and actually seemed to enjoy becoming the “experts” others needed additional time with the teacher in order to feel and be successful. Class time was not set aside for these products, and in the future this should be done to better support the students in covering the intended content and creating a thorough presentation. The student prototype included in the unit plan is an example of student work that needed additional teacher support. |
| Unanticipated Outcomes |
| Test and quiz scores (basic standardized, multiple choice test questions intended to check for understanding of the various literary devices and their impact on the stories) were higher than expected. In addition to taking these short tests (20 or so questions) online through Edmodo, students were encouraged to use their Cornell Notes and could refer back to the actual presentations. Students reported that they felt like they were “cheating” and that the tests were easy. |
| Blooms |
| By creating “flips” for students to prepare for class, the unit helps students to “know” and “remember” the literary devices that will be discussed and analyzed during class. |
| Role of Technology |
| The role of technology was three-fold. First, it enabled students to create and post a presentation that would teach the rest of the class about their assigned/chosen literary device/literary analysis technique. Second, it provided a crucial, low-risk opportunity for students to familiarize themselves with a Web 2.0 tool that they could incorporate into a later PBL project. The entry document for this project states, in part, “we are looking for new, more engaging means of addressing the new standard that calls for students to ‘Analyze the representation of a theme in three different genres, including what is emphasized or absent in each treatment.’ Our current curriculum materials for themes across genres utilize a PowerPoint presentation, and the culminating assignment is a comparison and contrast essay where students are to analyze how three selections from their textbook address a similar theme. We are looking to update this curriculum with an assignment that more meaningfully addresses students’ 21st century learning styles by incorporating multi-media and resulting in the innovative creation of a project that could be shared across schools, districts, and even states.” And third, the honors section is creating a digital ad campaign for a self-selected outside reading book and are required to use various web 2.0 tools and focus on one of the literary devices used in the novel.So…basically, I was hoping to prepare them for creating their project utilizing technology that could be easily shared. In case this whole “entry document” thing is too truncated here, or confusing, here’s a link: [Themes/Genres Entry Document](https://docs.google.com/document/d/12GqXe4A2RjlFKUyiJgIzg4V1o9Vq4X8oxDEG4sYeAqc/edit?usp=sharing) |
| Lesson Evaluation |
| Overall, I am pleased with the results of this unit. For the most part the student presentations were well thought out and covered the information that needed to be shared with their peers. Test scores reveal that the students were able to recognize the various literary devices being studied. Students having learned about the devices ahead of time allowed us to use class time for discussing the impact of the devices and develop a deeper and greater appreciation of the literary texts being studied. |
| Future Modifications |
| Students need a rubric for how their presentations will be evaluated, and the “consumers” of the presentations need an opportunity to give feedback and ask follow-up questions of the presenters. This could have easily been achieved through Edmodo. Also, time needs to be carved out during class for students to plan for and work on their presentations. While I am pleased that all groups found time outside of class to collaborate and create the presentations, a few groups products could have been much better if they had even a small amount of time in class for teacher support and direction. |