Project Plan

School: Liceul Teoretic „Alexandru Papiu Ilarian" Dej

Teacher: Cornelia Platon

Class: 11th A

Subject: Online Collaborative Projects (Integrated Optional)

"Folk Costumes Around the Globe" - iEARN project

Part 1: Background and goals of the project

Ø **Name of the selected project:** *"Folk Costumes Around the Globe"*

Ø **Facilitator**: Cornelia Platon – Romania

Ø **Type of the project** : Ongoing

Ø **Content Area(s):** English

Ø **Grade/Age Level(s):** 15 – 18 years old (9th -12th)

Ø **Teacher goals:** *What are my goals for this iEARN international collaboration project as an educator?*

- To enhance my teaching practices

- To reinforce the positive points in my teaching

- To engage myself and students in stimulating activities that are different from daily activities.

- To make learning English meaningful to my students

- To make students aware that they live in a global world.

- To gain critical skills such as managing a group, critical thinking.

- To value our cultural heritage (folk costumes) and value folk costumes around the world

Ø **Students' goals:** *What are your goals for my students*?

• *What knowledge will students acquire by engaging in this project?*

Through engaging in this project, I hope students will have a positive attitude towards learning English language. Moreover, I hope this project will be a motivating force for them to improve and boost their English learning (grammar, vocabulary, speaking, reading, writing). Also, students will acquire variety of skills such as discussing, questioning and surveying, critical thinking, searching for specific information, etc.

• *What subject terms, principles and facts related to the curriculum will students learn through this project?*

Through this project, students will learn how to value their cultural heritage in terms of folk costumes and suggest ways to preserve them, occasions when people still wear them. In addition to, students will learn how to respect other cultures and erase existing stereotypes about other countries. Besides, students have themes in their textbooks which refer to cultural heritage and issues and values respectively; thus, engaging students in this kind of project will strengthen and make learning English meaningful for them.

• *What are your states, local, and/or national curriculum standards this project addresses? Include required technology standards if applicable*

Actually, this project addresses all the national curriculum standards that are described in the guidelines of upper secondary schools.

1. Communication: Ss will be able to communicate both oral and written message for a variety of audience and with a variety of topics.(folk costumes and celebrations in this case)
2. Comparison: learners will gain awareness of cross-cultural similarities and differences (in term of both language(s) and cultures (folk costumes).
3. Connnections: students will make connections with other subject areas and acquire information and use through English for their own purposes.
4.Cultures: students will gain deeper understanding of their culture and other cultures in terms of perspectives (values, ideas), practices (pattern of social interaction) and products (books).

5. communities: students will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet and computer skills like PowerPoint Presentations, uploading and downloading, sending attachments, processing the information, etc.

Ø **Process Learning Aesthetic:** students' feeling will be present throughout the project; for example, they will use drawing, pictures, instrumental or folk music to support their project.
Social: engaging in this project will help students develop many crucial interpersonal skills through the use of teams. Thus many social skills will be gained namely leadership, decision-making, trust-building, communication, conflict-management skills.
Physical: Sure the project will involve physical development and environmental health mainly through sharing their pictures about folk costumes in their country.
Cognitive: Yeah, student will be able to use their knowledge and experience to construct new ones such as selecting models, commenting and writing description of folk/national costumes.

Language: not only will this project include written communication skills but oral skills will also be targeted through oral presentations and discussions.

Affective: Undoubtedly this project will provide and create positive feelings for students because they will be engaged in a free anxiety task.

Part 2: Developing the project

• How will I present this project to my students?

The textbooks include project work at the end of each unit, so I will take the opportunity to talk about the importance carrying out projects and the multiple benefits students can get from such projects. As it is not obligatory to follow the textbook to the letter, I'll switch off those projects with iEARN ones.

The project that we're going to work on is "***FOLK COSTUMES AROUND THE GLOBE"***.

• How will I present it to my students?

I have printed the project description and made many copies to be handout to the students in the classroom. Together, we are going to read the project description as well as other important information like: language, types of contribution, will access the project's forum and its website.

. *• How will I tie it into their curricular studies?*

The project does completely and perfectly fit in our curricular studies. Students are studying themes (in the form of units) like "*Our Cultural Heritage and Celebrations"* The content of these units include some reading, discussion and writing activities about clothing and costumes. Thus, this iEARN project gives the students an opportunity to enhance those skills in a free-anxiety context.

• How will I get my students interested in the topic?

The best way to get students more interested and motivated in the topic is using iEARN content itself. The students will be shown different videos and photos I've downloaded from the websites in addition to the related links. Therefore, when the students see the work and products of different projects around the world made by students like them will so enthusiastic to achieve something similar.

• What background knowledge do my students bring to the project?

The student's knowledge about their local and national costumes and customs will be brought and manifested throughout the project work. Clothing in wedding ceremonies, and different religious celebrations will always be recalled but through using the English language.

Part 3: Preparing the project

Productivity of work

• Will my students need to do research for their project?

Actually, the project needs much research. Students will use a variety of sources to gather data:
- The world wide web

- School and local libraries, museums and galleries

- Albums, magazines and newspapers

- Real local events (wedding ceremonies, religious celebrations)

• **How will they be organized to gather information?**
Group work will work the best . The students will be divided into different group of 4 or 5.
• **Who will be responsible and in charge?**
Both I and my students will be responsible, but most of the work will be done by students. My role will be limited to guidance and coaching.
• **How you will handle the e-mail exchanges, how often, who will be in charge?**
At the beginning it will be slightly controlled by me. Gradually, I'll hand over that responsibility to students. Every time, one student will take charge of that.

Conclusion of activity

• **When does your participation end?**

Before the end of the school year

• **How will the students draw their projects to a conclusion?**

We'll seize the opportunity of School's Day Celebration that we organize every year to show the final products in the form of posters, booklets, PP Presentations, wall Magazine, an internet page, etc.

 Identify technological and material requirements
• **Technological requirements**
Computer Sciences skills: Office Processing skills (Word/ Power Point / Publisher / Photoshop, Adobe, etc)
• **Material requirement**
Video camera / laptops or desktops / USBs/ Datashow / photocopier / printer

Part 4: Assessing the Project

· *How will the appropriateness of student work be evaluated?*

My formative assessment will be done during the whole project work, since they will be doing much writing about the chosen project. Students' work will also be evaluated by peer-editing as they will be handed out a checklist about the writing process and its mechanics. Most importantly, I will be checking the project's iEARN forum continuously and simultaneously giving constructive feedback and responses to my students' contribution.

· *How will I assess the student work?*

1. **The Pre- introduction phase**: students will be handed out a kind of a questionnaire to answer. This is aimed to know what background knowledge have about project work as well to know their needs (suggesting different iEARN projects to choose from) and the way they like to work on this projects (individual/ in pairs/ in groups)

2. **In the introduction stage**: I must make sure that students understand the learning goals. Hence, the iEARN videos shown to the students will help me know if my students understand what they will be engaged in. After showing the videos, there will be a whole class discussion controlled by the teacher where I will ask different questions about the different steps of the assigned project work.

3. **In the implementation of the project:** In this stage my role is very significant. Parts of the project work will be done outside school; that is, students will be using different sources to collect their data. Once they collect a pretty big number of photos and pictures about local costumes, students will be gathered in the classroom to select the best pictures and write notes about them. Rubrics and checklist will always be stack on the board, the walls and the tables to make sure that students are on the right track.

4. **In conclusion of the project:** in this phase, students will give an oral presentation using ICT of course: computer, PowerPoint and the project's webpage to show their final product. Students from different classes will attend this presentation where they will comment and give feedback to my students' achievement. One or two teachers of English may attend the presentation to give feedback too.