

## PPS 2: Communicative Language Teaching in Practice II-Poelzleitner

PPS2-SS 2023	Topics:	Homework: Find detailed instructions for all assignments on Moodle
1 6.3.	<b>In a Nutshell....</b> Course overview and assessment Course Resources and Dialectical Journal Unique Minds and Learning Differences: Brainstorming Jigsaw activity: DiA, chapter 1	<b>A1:</b> Revise and complete your mindmap  <b>J1: Journal:</b> Write a first entry into your dialectical journal. What do you think of the ideas presented in chapter 1 of our textbook?  <b>Order your textbook:</b> Differentiation in Action (Dodge) <b>Enrol in the course:</b> <a href="#">First Steps into Moodle</a> and start playing around.
2 13.3.	<b>Catering for the needs of all learners</b> The Nonnegotiables of Differentiated Instruction  Groupwork: The Tomlinson Model (Choiceboard)	Start working on your class observations. Use the observation sheets in the Practicum brochure. Altogether, choose 3 meaningful observation tasks for this practicum. <b>A2:</b> polish your version of the Tomlinson model  <b>A3:</b> Read chapter 2 in DiA and do the tasks in the study guide. <b>J2: Write a journal entry.</b>
3 20.3.	<b>Building competence:</b> How does learning work? Meaning and Sense: “Two Essentials for Durable Learning” What teachers need to know about the human brain.	<b>A4:</b> Read <b>chapter 3</b> about CHOICE in DiA and read or watch at least one of the articles or videos from the <b>Symbaloo choiceboard</b> provided on moodle.  Then select one of the “ <b>choice homework options</b> ” on page 54 of DiA. Upload your work to moodle. <b>J3: Write a journal entry</b>
4 27.3.	<b>The importance of choice</b> 1. Share your choice homework in groups and present the best ideas in the plenary. 2. Teacher input: <ul style="list-style-type: none"> <li>• Free homework</li> <li>• Magazines</li> <li>• gibsters.com</li> <li>• readingiscool</li> </ul> 3. Create choice homework options for one of your classes 4. Present your ideas in the plenary	<b>A5:</b> Complete and polish the choice board that you have started in class. Use pp 67-68 to help you.  <b>A6:</b> Bring at least <b>one good lesson plan</b> that you have created in your practicum and be prepared to present it in class. How can you give students choice? Have your materials ready on paper or on your tablet or laptop to show in a group and on a USB stick or online to present it on the projector. We will be working with your lesson plan in class.  <b>J4: Write a journal entry.</b>
<b>Easter break</b>		
5 17.4.	<b>Bloom’s levels of complexity</b>  1. A short video 2. What’s on your mind? (Today’s meet) 3. In groups: Analyze your lesson plans according to Bloom’s taxonomy. Then improve your lesson plan by adding activities at different levels of complexity.	<b>A7:</b> Enrich one of your lesson plans in the Moodle training course by adding activities at three levels of complexity. Indicate the levels of complexity clearly.  <b>A8:</b> Read chapter 5 in DiA: Answer the "How I am Smart" questions on p. 94 for yourself to find out your preferred intelligences. Then create a set of four " <b>Gardner in Bloom Activities</b> " (like p.99) for a topic that is relevant for one of your practicum classes.  <b>J5: Write a journal entry:</b> Reflect upon the topics <i>choice and Bloom’s complexity levels</i> . What are your experiences and opinions about this?

6 24.4.	<p><b>Multiple Intelligences</b></p> <p>Sharing Gardner in Bloom activities with the class and trying them out. More examples</p> <ul style="list-style-type: none"> <li>• booklets (blank sheet)</li> <li>• creative book presentations</li> <li>• genius hour</li> </ul>	<p><b>A9:</b> Read chapter 6 in DiA and prepare a "<b>cheat-sheet</b>" for yourself. Chapter 6 is about organizing <b>flexible groups</b> in the classroom. Collect lots of ideas for breaking up the traditional teacher-directed classroom. Describe each one in just a few words. Choose any format that suits you: a list, a table, a diagram, a mindmap... Only include ideas that you would like to try in your future teaching. If an idea does not appeal to you at all, leave it out. Read pages 199-223 in Jim Scrivener, <i>Classroom Management Techniques</i> and add the ideas to your "cheat-sheet". Be prepared to present your collection in class next week. <b>J6: Don't forget to write a short journal entry about this topic.</b></p>
7 8.5.	<p><b>Flexible Groupings</b></p> <ul style="list-style-type: none"> <li>• Classroom arrangements</li> <li>• Useful tools for flexible groupings</li> <li>• Groups create a poster</li> <li>• Gallery Walks</li> </ul>	<p><b>A10:</b> Upload your three classroom observation sheets to Moodle. We will work with them in class next week.</p> <p><b>J7: Write a journal entry:</b></p> <ul style="list-style-type: none"> <li>• Upload a photo of your group poster for <b>flexible grouping</b> ideas to your journal and reflect on the reasons why flexible groupings are important.</li> <li>• Read chapter 7 in DiA and take notes about <b>tiering lessons</b> in your dialectical journal.</li> </ul>
8 15.5.	<p><b>Readiness: Tiering Lessons</b> and teaching for different age groups</p> <ul style="list-style-type: none"> <li>• Today's Meet</li> <li>• Plenary discussion</li> <li>• Design materials for a tiered activity</li> <li>• Gallery Walks</li> </ul>	<p><b>J8: Write a journal entry:</b> Watch some of the videos on <b>classroom management</b> and/or (re)read chapter 6 in Jim Scrivener, <i>Classroom Management Techniques</i>. Write an entry in your dialectical journal. Collect lots of ideas in column 1 and reflect on them in column 2.</p> <p><b>A11:</b> Finish and polish your <b>tiered lesson materials</b> and integrate them in your Moodle practice course.</p>
22.5.	<p><b>Classroom Management and Discipline</b></p> <ul style="list-style-type: none"> <li>• Sharing our findings</li> <li>• Create a discipline toolbox</li> </ul> <p>Dealing with tricky situations</p>	<p><b>A12:</b> Finish and polish your differentiated materials in the Moodle practice course. Reread the guidelines and the assessment criteria to make sure you meet them all.</p> <p>Be prepared to present your differentiated teaching materials in your Moodle practice course next week.</p> <p>You have about 5-10 minutes to present your materials + 5 minutes discussion time after each presentation. Focus on the important aspects. (See details on Moodle.)</p> <p><b>J9: Write a short journal entry about today's topics.</b></p>
10 5.6.	<p><b>Creating a DI Toolbox</b></p> <ul style="list-style-type: none"> <li>• In the last three sessions we will be sharing and presenting good materials, tasks and lesson plans for differentiated learning. Each student will have to present their highlights so you all leave this course with lots of good ideas for reaching all learners.</li> </ul>	<p>presentations continued</p> <p><b>A13:</b> Upload the practicum report that you have handed in to your mentor in school. Please delete your mentor's name.</p>
11 12.6.	<p><b>Wishes of the group</b></p>	<p><b>Last task:</b> Please fill in the anonymous feedback questionnaire. You will find the link on Moodle.</p>
12 13 ...	<p><b>Cancelled (because we worked for 120 min every week)</b> <b>If one of the previous sessions has to be cancelled, we will use one of these dates.</b></p>	
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