Will a technology based method offer relative advantage

Subject	**English**	Year	**8**	Unit	**Short Story Construction – Any Genre**
Learning Goal	• Identify figurative language and literary techniques in ~~a short passage~~ a digital quiz (Kaboodle). • Proofread the narrative draft of 3 peers and provide constructive and considerate feedback in the Class Blog. • Reflect on feedback received and given.				
Success Criteria	• Students can identify figurative language and literary techniques • Students can provide constructive and considerate feedback to peers through the class Blog. • Students can reflect on the feedback received and apply this feedback to improve their own draft narrative • Complete a written reflection in the class Blog about both the feedback given and feedback received.				
Curriculum Outcomes and Capabilities	AC9E8LY06: plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY06: plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical (Digital Literacy Level 5). Select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups.				
Background	• Students are required to construct a short story narrative in the genre of their choice from a visual prompt provided for their assessment.				

Commented [YP1]: Relative Advantage: Students demonstrate knowledge of figurative language and literary techniques while also exhibiting digital literacy skills.

Tech-PACK:
•Pedagogical knowledge of Figurative Language and Literary Techniques.

•Technological knowledge to build Kaboodle Quix.

Commented [YP2]: Relative Advantage: Students have the opportunity to communicate in real time in a digital environment that provides live tools for teacher adjudication of communications.

Tech-PACK:
Pedagogical Knowledge of the type of feedback students are expected to provide.

Technological Knowledge to establish and monitor the class blog.:

Commented [YP3]: Relative Advantage:: In the class blog students are able to give and receive feedback that is easily accessed and can be acted upon instantly within the same digital platform.

Commented [YP4]: Relative Advantage: A class blog allows students to communicate in an digital environment in real time. Teachers are also able to monitor and mediate student interactions in real time.

Commented [YP5]: Curriculum outcome inclusion as required by ACARA Curriculum v9.

Differentiation	• Students were provided with a scaffolded workbook to assist with the preparation of the narrative drafts. They can reference this workbook while completing this task • 2 Students are dyslexic and ~~require any handouts to be on yellow paper~~ as a result the Class Blog has been developed with a Yellow background. Students must not change this colour~~.~~ when making their posts. • 2 students work with the assistance of a TA

Time	*Task*	*Resources*
10:00 – 10:15	***Lesson Starter*: Identify Language Feature and Literary Techniques** • ~~When greeting students at the door instruct them to collect the figurative language sheet as they enter. Instructions for them to begin are also included on the opening PowerPoint Slide~~ • When greeting students at the door instruct them to enter, log into a computer and prepare for the Kaboodle Quiz (Quiz details displayed on TV screen as students enter). Make sure students use the pseudonyms agreed to at the beginning of term so that you can track their results. • ~~Students are to commence work on this while the roll is marked and class settles~~ • Once all students are logged in complete the quiz. • NOTE: students are aiming for accuracy not speed. Rewards are given for 90% accuracy not the first finished • ~~After 10mins lead a discussion about the figurative language and literary techniques used. Questions to guide this discussion can include:~~ • 1. ~~Which figurative language techniques can you identify?~~ 2. ~~What effect do these techniques have on the reader?~~ 3. ~~Why might an author choose these language features?~~ 4. ~~How could similar techniques improve your own narrative writing?~~ • Review quiz results and discuss briefly. (Shortfalls in knowledge that emerge from the quiz results will be discussed in depth in the classroom next **lesson**. • Give prizes (Dragon Dollars or Mentos) to students who achieved >90% answers correct in the quiz.	Class PowerPoint presentation ~~Figurative Language worksheet with sample text~~ Kabbodle Quiz

Commented [YP6]: Relative Advantage: Digital platforms that host class blogs provide editing features that allow all pages on the class blog to be produced in dyslexic friendly font against a yellow background. Settings should also allow these feature to be locked within the template so that students are not able to change them when making posts.

Tech-PACK:
Pedagogical Knowledge of differentiation strategies to ensure that dyslexic students are able to fully participate in the activity,

Technological Knowledge to design the class blog to meet the needs of dyslexic students and lock the template so students cannot change these settings.

Commented [YP9]: Relative Advantage: Students enjoy digital quizzes. The rewards offered and competition between friends also increase engagement. Digital platforms such as Kaboodle allow students attempt questions multiple time and track their own progress to receive the 90% accuracy. The drive for accuracy and not speed also ensures student results and class data are accurate. When the aim is speed and to finish first students will not engage properly and click the first button they see with little thought apart from finishing first.

Commented [YP7]: Ethical Issues and Relative Advantage: The ability to stay anonymous in live digital quizzes allows students with less confidence or with lower academic knowledge to keep their results anonymous on the student leader board. The pseudonym agreed to with the teacher at the beginning of the term allows this students' progress and knowledge to be tracked the same as identified students.

Tech-PACK:
Pedagogical Knowledge:

Technological Knowledge:

Commented [YP8]: Rationale: Student results in the quiz will not effect their ability to complete the task planned for the remainder of the lesson and computer time in many schools in limited. Hence, valuable IT time should not be lost reviewing details that can be covered back in the classroom in a later lesson.

Tech-PACK:
Pedagogical Knowledge of the learning outcomes required by Yr9 students.

Technological Knowledge to extract and interpret the results produced by the Kaboodle quiz.

10:15 – 11:00	**Using the class PowerPoint the teacher will** • Explain what constructive and considerate feedback is • Model an example • Instruct students to log into the class blog. ***Task 1: Providing constructive and considerate feedback to peers*** • ~~Students have drafts of their narratives that they typed in the previous 2 lessons~~ • In previous lessons students have drafted a short story and loaded them to the class blog. • Students draw a name of their peer out of the jar and swap drafts with them. Place the name they selected next to jar • ~~Students are to complete the worksheet prompts to provide constructive and considerate feedback on the draft narrative~~ 1. ~~Students should aim to give 2 positive comments, 1 negative comment and one about an area for improvement~~ • Students need to open the draft of their peers' story and provide feedback in the comments section. 1. Students should aim to give 2 positive comment, 1 negative comment and 1 area for improvement. • Students will then discuss their feedback with the author. • Return all the names to the jar and repeat the process 2 more times	Class PowerPoint presentation ~~Printed drafts of student narratives~~ ~~Student worksheet~~
11:00 – 11;20	**Using the class PowerPoint the teacher will** • Explain how to write a reflection using TEEL paragraphs about feedback they have provided to their peers and how they can apply feedback received to their own narrative drafts • Display and discuss an example answer on classroom TV. ~~Model an example~~ ***Task 2: Write a reflection on the feedback you have provided to your peers and how the feedback you received can be used to improve your own draft*** • Instruct students to open the PERSONAL RELFECTION page on their blog and open a new post and name it Story Feedback and Reflection	Class PowerPoint presentation ~~Student Reflection Sheet~~

Commented [PY(10]: Reflective Advantage: Students have the opportunity to reflect on their use of AI and consider whether their use was ethical,

Tech-PACK:
Pedagogical Knowledge:

Technological Knowledge:

	• Students are to compose 2 TEEL paragraphs and post these on their personal blog. ~~on the final page of the workbook~~ 1. The first TEEL paragraph is to be about the feedback they provided to their peers 2. The second TEEL paragraph is to be about how they can apply the feedback they received from their peers to their draft narrative.	