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**Winter - Spring 2011, Shaping Chile Networks
University of Oregon, American English Institute
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Action Plan Project for “Shaping the Way We Teach English”

In this online course, we are focusing on new teaching techniques and resources. Choose one technique or classroom innovation that you would like to incorporate into your class, and develop an action plan (below) for accomplishing this. Please give as much detail as possible.

Date Created: 6/1/11

Class: 11th graders

Name of Action Plan Creator: Cecilia Rivera

Number of Students: 44

**New teaching techniques or ideas I plan to use:
Collaborative Learning, Project-based Learning, Critical Thinking,
Contextualizing Language, Peer assessment, Learning Styles,
Rubrics.**

Language Level: Lower intermediate.

My Class Now

I work in my classes with groups of students but they work freely without being given a specific role in the group. I don't pay attention to the different learning styles of students; they just work all together doing the same tasks. Students are not involved in the evaluation process; only the teacher assesses the students. The class is teacher-centered and the students give brief, simple and basic opinions without being given the opportunity to think critically. When I assess my students, I do not always use rubrics in my assessments.

My Class in the Future (My Vision)

My class in the future will be more student-centered, where every member in the group will have a specific role according to their intelligences and learning styles; for example, the students that are good at drawing or working with their hands will do the visual supplies; the students that have an interpersonal intelligences will organize the group and will speak about the topic, etc. The students will have active participation in the assessment process and the teacher will assess the student with a proper rubric appropriate for the role of each student in the activity.

Additional Explanation from Action Plan Creator

In “My Class in the Future (My Vision)” above, you described a change you would like to see happen in your class. Provide additional information for the following related items. Write as though you are informing a person who knows nothing about your educational setting.

1. **The benefits I predict from this change:** Students will be able to learn according to their learning styles, and they will enjoy their learning because they are doing what they like to do. Students will participate actively in the learning process, and all of them will have an active role , having the opportunity to participate and speak and give opinions about the activity without being embarrassed because they are going to speak in front of only some students and not the whole class. Students will have the opportunity to assess each other giving their own opinions and giving feedback to the teacher about how well students worked in the activity
2. **Challenges I expect:** When students work in groups they tend to speak in Spanish and the teacher is not always present when they are working and sometimes they lose time because they don't organize the time effectively. Sometimes as I work in a large class, it is very difficult to know all my students' skills and that can be hard work. Students sometimes are not so honest when they assess their peers because when some of the students are their friends, they give them a high grade
3. **How I will address those challenges:** I will speak with the students about the importance of working together and ask them to identify their skills maybe with a specific test where they can be aware of what they can do. I also can tell my students about the importance of being honest at the time of the peer assessment.
4. **Steps and timeline (schedule) for completing the change:** I work with this class three hours a week
Step 1: Talk with the students about the importance of having an action plan in case of an earthquake. Listen to the students' ideas about the topic . Brainstorm what are the most important objects to keep in case of an earthquake
Step 2: Give students the goal (create an action plan in case of an earthquake) and objective of the project , establishing clear instructions . Students organize in groups of four, where one of the students has to be good at writing, another good at drawing and another good at expressing their own ideas. They create guidelines saying what students have to do in case of an earthquake, The other pair make a poster with drawings describing the ideas given in the guidelines .
Step 3: Students explain the guidelines to the class and the poster
Step 4: Students put the poster on specific areas in the school with suggestions of what to do in case of an earthquake. Example: if you are in the middle of an earthquake. don't run. And of course it has to be represented by a symbol.
5. **How I will assess the degree of success of the change:** Students will assess their peers using a rubric indicating how students worked on the project according to their own point of view. Three different rubrics will be used by the teacher to assesses writing, speaking, the poster and the successful completion of the project.