

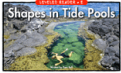







Storyboard for Ankara Conversation Group Website


| Website Page Number and Title | Instructional Goal & Obj. | Graphic Elements and Multi-media |
|---|--|---|
| Page 1: Main | Orientation and Skill Practice, Interactivity w/Web 2.0 tools | |
| <p>Menu Bar</p> <p>Header: Ankara Conversation Group</p> <ul style="list-style-type: none"> • <i>Küçük bir anahtar büyük kapılar açılır</i> <p>Box 1</p> <ul style="list-style-type: none"> • Newsletter: Welcome Message <ul style="list-style-type: none"> ○ Picture of J. Ankenbauer ○ Text ○ Audio Transcript of welcome message <p>Box 2</p> <ul style="list-style-type: none"> • <i>Reading with Children</i> <ul style="list-style-type: none"> ○ Image of picture book ○ Audio Transcript of text ○ Text ○ Link to Interactive reading activity of picture book <p>Box 3</p> <ul style="list-style-type: none"> • Reading Practice <ul style="list-style-type: none"> ○ Image: Today's Zaman ○ Link to <i>Today's Zaman</i> online version ○ <p>Sidebar 1</p> <ul style="list-style-type: none"> • <i>Events</i> <p>Sidebar 2</p> <ul style="list-style-type: none"> • <i>Grammar Minute Gadget</i> <p>Sidebar 3</p> <ul style="list-style-type: none"> • Interactive Tool: Quizlet | <p>Page links and web functionality</p> <ul style="list-style-type: none"> • Obj: Quote to establish theme of module <p>Box 1 (Comprehension)</p> <ul style="list-style-type: none"> • Obj 1: <i>Psycho-social</i>. Instructor Presence • Obj 2: <i>Input</i>-reading activity • Obj 3: <i>Input</i>-Auditory scaffold for reading: • Obj 4: <i>Input</i>-Listening Practice of Spoken English <p>Box 2 (Application/analysis)</p> <ul style="list-style-type: none"> • Obj 1: <i>Input</i>: guided auditory/visual w/text • Obj 2: <i>Input</i>: Visual/Auditory text match • Obj 3: <i>Input-Output</i> Authentic Content and basic knowledge: Introduce concept books for use with toddlers-PK • Obj 4: <i>Output</i>: TSW comment on the reading exp of book <p>Box 3 (Application)</p> <ul style="list-style-type: none"> • Obj 1: <i>Input</i>- Reading Fluency Relevant Content • Obj 2: <i>Input</i>-English Voc Study <p>Sidebar 2 & 3 (Knowledge)</p> <ul style="list-style-type: none"> • Obj : <i>Input-Output</i> Basic Practice w/pronouns | <p>Box 1</p> <ul style="list-style-type: none"> ○ JGA Image  ○ Website Logo  <p>Box 2</p> <ul style="list-style-type: none"> ○ Picture Book  <p>Box 3</p> <ul style="list-style-type: none"> ○ Image: TZ: TODAYS ZAMAN ○ Multimedia: PowerPoint Audio Transcript of Text in Box 2 ○ Multimedia: Box 2 Voicethread http://voicethread.com/share/2212848/ <p>Sidebar 1: Events Icon </p> <p>Sidebar 2: Grammar Minute Icon </p> <p>Sidebar 3: Quizlet Code source: www.quizlet.com</p> |


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| Website Page Number and Title | Instructional Goal & Obj. | Graphic Elements and Media Resources |
|---|---|---|
| Page 2: Homework | Syntax, Semantics, Critical Thinking, Writing | |
| <p>Text Box 1: Assignment Name</p> <ul style="list-style-type: none"> • Keyboard Icon • Text <p>Comment Box:</p> <ul style="list-style-type: none"> • Threaded Discussion Forum • Collect background knowledge • Informal Assessment 1 • Student Centered Content | <p>TSW: Demonstrate skills of comprehension of spoken and written English by:</p> <ul style="list-style-type: none"> • <u>Analyzing</u> text and responding in appropriately • <u>Questioning</u> instructor on activity • <u>Criticizing</u> idea presented via reply • <u>Comparing</u> own ideas with peers via discussion thread. | <ul style="list-style-type: none"> • Icon signaling posting  • Image 2: Instructor  |

| Website Page, Title, Level of Ethnic Content Integration | Instructional Goal & Obj. | Graphic Elements and Media Resources |
|---|---|---|
| Page 3: Listen & Respond (Level 3 Banks and Banks) To be changed weekly per DB topic | Bi-Lingual Input –Output Construct Sentences, Engage w/peers | |
| <p>Text Box 1: YouTube Video</p> <ul style="list-style-type: none"> • Focus Question: <i>What is your most treasured photo and why?</i> <p>Comment Box</p> <ul style="list-style-type: none"> • Threaded Discussion Forum • Integrating experience with diverse perspectives (Ex: Value Complex of Meaningful Human Experience) • Informal Assessment 2 | <p>TSW: Demonstrate skills of meaningful comprehension by</p> <ul style="list-style-type: none"> • <u>Analyzing</u> clip • <u>Generalize</u> knowledge by writing personal response • <u>Evaluate</u> peers responses by writing replies | <p>Youtube URL: http://www.youtube.com/watch?v=AN8S3zDTWqs&feature=player_embedded</p> <ul style="list-style-type: none"> • Image 2: Instructor  |

Storyboard for Ankara Conversation Group Website

| Website Page, Title, Level of Ethnic Content Integration | Instructional Goal & Obj. | Graphic Elements and Media Resources |
|--|--|---|
| Page 4: Opinion (Level 4 Banks and Banks) <i>To be changed weekly per DB topic</i> | Bi-lingual input-output, Forum for Social Issues, Use of Critical Thinking, Develop Argumentation Skills, Engage meaningful output | |
| Text Box 1: YouTube Video <ul style="list-style-type: none"> Focus Question: <i>In October of 2010 Turkey lifted the headscarf ban on university campuses. Was it a good idea? Why or why not?</i> Comment Box <ul style="list-style-type: none"> Threaded Discussion Forum Study Soc. Issues of Turkey-Propose Action (Exam, Veiling Rights) Informal Assessment 3 (Rubric) | TSW: Demonstrate critical thinking by: <ul style="list-style-type: none"> <u>Analyzing</u> editorial piece on veiling <u>Justify</u> by writing personal opinion <u>Evaluate</u> peers responses by writing replies | Youtube URL: http://www.youtube.com/watch?feature=player_embedded&v=q1Tg2wWJ3tU <ul style="list-style-type: none"> Image 2: Instructor  Discussion Board Rubric |

| Website Page Number and Title | Instructional Goal & Obj. | Graphic Elements and Media Resources |
|---|--|--|
| Page 5: Events | Social Presence, Community Building, Novel use of Input-Output, Interactivity | |
| Box 1: <ul style="list-style-type: none"> Query box for searching events Textbox for current events Box 2: <ul style="list-style-type: none"> Upcoming Events Box 3: <ul style="list-style-type: none"> Popular Events Box 4: <ul style="list-style-type: none"> Calendars | TSW: <u>Create meaningful output</u> to respond to peer, make <u>inquiry</u> , <u>coordinate</u> activities outside of class TSW: Demonstrate ability to <u>manage online time</u> TSW: Demonstrate <u>commitment</u> to community members by responding promptly to invitations | <ul style="list-style-type: none"> Advanced Search Icon Events icon:  |

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| Website Page Number and Title | Instructional Goal & Obj. | Graphic Elements and Media Resources |
|--|---|---|
| Page 6: Members | Social Networking, COP membership, Group Identity | |
| Query Box to search for members names. Box 1: Members pictures and links to personal page Sidebar 1, 2, 3 (See page 1) | TSW: <u>organize</u> personal webpage to express identity as a community member. TSW: <u>develop</u> a one-to-one <u>relationship</u> with peers and instructor. | <ul style="list-style-type: none"> • Advanced Search Icon • Picture of member |

URL's and Media Resources

Ankenbauer, J. (2011) *Ankara English Conversation Group*. URL: www.ankaraconversation.ning.com

Banks & Banks. (2010) *Multicultural Education, Issues and Perspectives* 7th ed. Wiley pg. 238

Bull, P. *Shapes in Tide Pools* (2009) Downloaded from: www.readinga-z.com/book.php?id=937

Chickering A., Ehrmann, S. (1996) *Implementing the Seven Principles: Technology as Lever* retrieved: <http://www.tltgroup.org/programs/seven.html>

Merrill, D. (2004) *First Principles of Instruction*. Education Technology Research and Development. Vol 50 No. 3

NEO K-12 (2011) Pronouns Quiz #2. Retrieved: <http://www.neok12.com/quiz/GRAMMR06>

Today's Zaman: (2011) <http://www.todayszaman.com/mainAction.action>

Quizlet (2011) Flashcards Pronouns. Retrieved: <http://quizlet.com/922957/pronouns-flash-cards/>

Voicethread. (2011) Uploaded to: <http://voicethread.com/share/2212848/>

Wenger, E. (2006) *Community of Practice*. Cambridge University Press.

Youtube (2010) English Express Photographs. URL: http://www.youtube.com/watch?v=AN8S3zDTWqs&feature=player_embedded

Youtube (2010) Women Making Movies URL: http://www.youtube.com/watch?feature=player_embedded&v=q1Tg2wWJ3tU

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| Rubric for Informal Assessment of Posting to Opinion Page – Assessment 3 | | | | |
|---|---|---|--|--|
| | Excellent | Very Good | Adequate | Developing |
| Combined Postings for Thread | <p>Posting(s) reflects analysis, synthesis or evaluation, creates new ideas and/or makes connections to larger problem within the discussion topic.</p> <p>May reflect risk taking by assertively challenging peer, known expert or resource.</p> <p>Limited use Turkish needed to clarify.</p> | <p>Posting remains on topic and includes personal interpretation.</p> <p>May use some Turkish sentences to clarify.</p> | <p>Posting includes personal interpretation.</p> <p>Balanced use of Turkish.</p> | <p>Posting is limited to a personal comment and answers the question but does not provide either a personal interpretation or supporting reference.</p> <p>Substantial use of Turkish.</p> |
| Expressive Communication and Vocabulary Use | <p>Comprehensible Output level High</p> <p>Integrates ideas that are clear, coherent and cohesive.</p> <p>Examples of vocabulary words learned from the readings/discussions.</p> <p>May ask a question in English.</p> | <p>Comprehensible Output Good</p> <p>Connects ideas or solutions in a clear and coherent order.</p> <p>Vocabulary words reference readings/discussions.</p> | <p>Comprehensible Output Adequate</p> <p>Arranges ideas into a simple pattern.</p> <p>No new vocabulary words.</p> | <p>Comprehensible Output limited.</p> <p>Lists ideas or expresses solutions in a fragmentary manner without a clear or coherent order</p> |
| Sentence Structure (Sentence Fluency) | <p>Most sentences are well-constructed with varied structure and few grammatical errors.</p> | <p>Some sentences are well-constructed with varied structure. Key words are included. Grammatical errors do not prevent reader comprehension.</p> | <p>Some sentences are well-constructed. Key words are used. Grammar is entry level.</p> | <p>Sentences lack structure. Key words are not used.</p> |
| Word Count | <p>Word count is sufficient to convey idea.</p> | <p>Word count is sufficient to convey idea.</p> | <p>Word count is sufficient to convey idea.</p> | <p>Not enough writing to convey idea.</p> |