

AATF Convention 2007
Session C360 - Blog, Podcast and Wiki Projects for French Classes

Wikis in the Language Classroom

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What is a wiki?

- Web 2.0 – Focus on participation rather than simply looking at information
- Web page that anyone (with permission) can edit
- Creator of wiki has administrative control
- Collaborative in nature

Blogs vs. wikis

- Can subscribe to blogs via RSS aggregator
- Multiple users can add to a blog, but only the owner can change it fundamentally.

“The key difference to keep in mind is that a true wiki is actively collaborative, that is, anyone can edit the document at any point in the document, whether that is to insert a comma, strike a sentence, or add an additional page. Blogs tend to function more like monologues, or pronouncements from the author(s) to which readers may append their own comments without the ability to alter the original blog text.” -- Wikipedia

Examples of wikis

- Wikipedia – anyone can contribute – www.wikipedia.org
- Administrators have control over content.
- Collaborative Writing Project, SUNY Geneseo -
http://node51.cit.geneseo.edu/WIKKI_TEST/mediawiki/index.php/Main_Page
– Annotated Bibliographies, Texts and Articles
– Dictionaries
- WikiTravel - <http://wikitravel.org/>
- Wikibooks – www.wikibooks.org

Editing a Wiki

- Log in (not required – you set up parameters for your students)
- Click Edit Page button.
- Type your text and format as desired.
- Save changes.

Wikis in Education

- Design Patterns - http://edwiki.org/mw/index.php/Design_Patterns_for_EduWikis
- Bernie Dodge, creator of the WebQuest - <http://webquest.org/>

Best Uses in Language Classroom

Any of the seven models could be adapted for use in the language classroom; however the following lend themselves most easily to language instruction:

- Micropedia
- Branching Story
- Exegesis
- Other Projects

Micropedia

- Creating a mini-encyclopedia
- Students in groups

- Each group assigned one topic to research and post article
- Each group must also validate two other articles
- Could be done with AP essay
- Example: WikiHow English – www.wikihow.org WikiHow French – <http://fr.wikihow.com>

Branching Story

- Given a writing prompt, students generate pages to build a “create your own adventure” story.
- Start in large groups which become smaller as groups branch off to take charge of a particular section.
- Higher order thinking skills
- Example : La Forêt - <http://www.paly.net/~cguerard/digihistoires/laforet/>

Exegesis

- Students are given a poem or prose passage on the wiki.
- Students create hyperlinks within the text to pages which give more information about a particular word or phrase.
- Definitions, translations, grammatical explanations, idiom use, etc.
- Individually or in groups
- Example: Le Petit Prince – <http://wiki.trinityvalleyschool.org/index.php/Corderg/ppmain> (includes project explanation, rubric, and how-to guide for editing the wiki)

Other Projects

- Dictionary Wiki 8th Grade Spanish – <http://dictionary8.pbwiki.com> (password: palabras)
- WikiTravel Phrasebook - http://wikitravel.org/en/French_phrasebook

How to Get Started

- Become aware of wikis
- Contribute to a wiki (Wikipedia, WikiHow, WikiTravel)
- Have your students contribute
- Create your own class wiki – intermediate level computer user

Resources

EduWikis

- French Wikibooks - <http://fr.wikibooks.org/wiki/Accueil>
- Open Content French Textbook <http://en.wikibooks.org/wiki/French>
- School Computing Wiki (Excellent Resource) Article on Wikis - <http://schoolcomputing.wikia.com/wiki/Wikis>
- Examples of Educational Wikis - <http://educationalwikis.wikispaces.com/Examples+of+educational+wikis>
- Article (with good links) Wikis in Education - http://www.scienceofspectroscopy.info/edit/index.php?title=Using_wiki_in_education
- Dan McDowell Tree Sim Project - <http://www.ahistoryteacher.com/necc2006/>

Wiki Hosting

- PBWiki - www.pbwiki.com
- PB Wiki Education-Specific FAQ - <http://newfaq.pbwiki.com/Education-specific+questions>
- WikiSpaces – www.wikispaces.com
- SeedWiki – www.seedwiki.org

Rubrics

- Sample rubric for Assessing a Wiki Project created by NCTE
- http://www.readwritethink.org/lesson_images/lesson979/WikiRubric.pdf
- Le Petit Prince: <http://faculty.trinityvalleyschool.org/corderg/wiki/rubric.pdf>

Projet Wiki Exégèse – Le Petit Prince

Date d'échéance : mercredi, 21 février

Valeur : Composition/ 3 notes

Pour ce projet vous contribuerez au wiki de la classe pour créer un texte interactif du Petit Prince.

<http://wiki.trinityvalleyschool.org/wiki/index.php/corderg>

Avec un partenaire, vous choisirez un chapitre (15 à 26) pour éditer suivant le **Modèle – Chapitre 14**. Votre tâche sera de produire un nombre de pages d'explication auxquelles vous créez des liens (links) dans le texte du chapitre.

The image shows two screenshots from a wiki. The left screenshot is titled 'Modèle - Chapitre XIV' and contains the text: 'La cinquième planète était très curieuse. C'était la plus petite de toutes. Il y avait là juste assez de place pour allumeur de réverbères. Le petit prince ne parvenait pas à s'expliquer à quoi pouvaient servir, quelque part dans la maison, ni population, un réverbère et un allumeur de réverbères. Cependant il se dit en lui-même: - Peut-être bien que cet homme est absurde. Cependant il est moins absurde que le roi, que le vaniteux, que le travailleur, que le sage. Quand il allume son réverbère, c'est comme s'il faisait naître une étoile et éteint son réverbère ça endort la fleur, l'étoile. C'est une occupation très jolie. C'est véritablement utile puis, lorsqu'il aborda la planète il salua respectueusement l'allumeur: - Bonjour. Pourquoi viens-tu d'éteindre ton réverbère ? - C'est la consigne, répondit l'allumeur. - Qu'est-ce que la consigne ? - C'est d'éteindre mon réverbère. Bonsoir. Et il le ralluma.' A box labeled 'Par exemple, tu cliques ici' has an arrow pointing to the link 'Corderg/pp14/viens'. The right screenshot is titled 'Corderg/pp14/viens' and contains the text: 'viens-tu d'éteindre venir de = to have just Alors, "Pourquoi viens-tu d'éteindre" = "Why did you just extinguish"'. A box labeled 'et ça donne ceci.' has an arrow pointing to the title of this page.

L'objectif c'est de créer un texte interactif que n'importe quel élève de français peut lire facilement.

Spécifications :

Vocabulaire – Minimum de 10 mot/expressions. Faites des liens pour tout le vocabulaire nécessaire à un élève typique de Français III.

- Give the part of speech (n.), (adj.), etc.
- For verbs, also give the tense, e.g. (v.) passé simple
- For simple words, an English translation is fine.
- For more complex expressions, break them up and explain each part, then give a translation of the phrase.
- If the word/expression means something different from its literal translation in this context, give both the translation and the meaning in context.
- Use as much French as possible.

Quelques exemples:

un allumeur (n.) - a lighter.

Ici, une personne qui allume des réverbères.

ne parvenait pas à s'expliquer

parvenait – (v.), imparfait - parvenir = to arrive, succeed

s'expliquait - v., imparfait - s'expliquer = to explain to oneself, ici, to understand.

Alors cette phrase veut dire "couldn't succeed in understanding" or "couldn't understand"

Images – Minimum de 3. Pour certains mot/expressions, servez-vous d'images pour expliquer le sens.

Exemple:



IMPORTANT : Because this is on the web, you MAY NOT use any graphics obtained without permission. DO NOT Google search for images. You may ONLY use clip art from these sources:

- Microsoft Clip Art (included in Word, PowerPoint, etc.)
- Clips from Microsoft Office Online <http://office.microsoft.com/clipart>
- Clips from the TVS collection on the I: drive of the server – Clipart on Casel (I:)
- Clips from the sites listed on the Copyright-free Images section of the TrojanNet Resource page.

Explications de Grammaire – Minimum de 3. Faites des explications de grammaire où c'est nécessaire.

Exemples :

viens-tu d'éteindre

venir de = to have just

Alors, "Pourquoi viens-tu d'éteindre" = "Why did you just extinguish"

Notes Littéraires – Minimum de 2. Choisissez des phrases ou des citations importantes dans le texte et expliquez leur importance, et ce qu'elles représentent.

Exemple :

Note Littéraire :

... c'est comme s'il faisait naître une étoile de plus, ou une fleur.

L'allumeur de réverbères a une occupation jolie. Il contribue à la beauté du monde, alors le petit prince l'aime et le respecte.

Projet Exégèse Wiki - Le Petit Prince

Elèves: _____

Chapitre(s): _____

CATEGORY	4	3	2	1
Required Elements Min 10 vocab, part of sp., tense, expl.; Min 3 images; Min 3 gram. expl., Min 2 lit notes, as much French as possible	Required elements have been met or exceeded. All information is accurate and shows exemplary comprehensiveness. French is used wherever possible.	All required elements are included and all information is sufficiently accurate. French is used wherever possible.	Almost all of the information provided is accurate and almost all of the requirements have been met. A fair amount of French is used.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met. Quite a bit of English used in definitions.
(Notes - Required Elements)				
Readability	Chapter(s) could be read and understood easily by the typical French III student without any additional resources. Definitions and/or pictures clearly illustrate meaning	Chapter(s) could be read by the typical French III student with basic understanding. Definitions and/or pictures are comprehensible.	Chapter(s) could be read by the typical French III student with some understanding or by an advanced student with basic understanding. Definitions and/or pictures may require some interpretation.	Chapter(s) difficult to read and understand. Definitions and/or pictures unclear.
Technical Requirements	All links coded correctly. Pictures are of a reasonable size. No broken links.	Almost all links coded correctly. Pictures are of a reasonable size. No broken links.	Mostly error free coding. Pictures are of a reasonable size. No broken links.	Several technical errors.
Mechanics	Spelling, accents and grammar virtually error-free.	Few errors in spelling, accents and/or grammar.	A fair amount of errors in spelling, accents and/or grammar.	Many errors in spelling, accents and grammar.
Cooperative Work	Partners show respect for one another's ideas, divide the work fairly, and show a commitment to quality work and support for each other.	Partners show respect for one another's ideas and divide the work fairly. There is commitment by some members toward quality work and support of one another.	Partners show respect for one another's ideas and divide the work fairly. There is little evidence of a commitment toward quality work in the group.	Partners argue or are disrespectful of other's ideas and input. Criticism is not constructive nor is support offered. The work is mostly done by one or two people.
Learning of Material	Work demonstrates that students have an exceptional understanding of the material in the chapter(s).	Work demonstrates that students have a good understanding of the material in the chapter(s).	Work demonstrates that students have some understanding of the material in the chapter(s).	Students did not appear to learn much from this project or to have much control over the material.

Commentaires:

Note: _____