

JPNS2110 Peer Review Presentation Requirements Spring 2006

- You are required to do 3 review peer presentations.
- For each presentation, submit the following before and after the presentation: Lesson Plan (form attached), handouts, follow-up quizzes, if any, and any additional materials you have used.
- Be sure to include everything that has to do with your presentation in the portfolio.
- Please: Include your name, course, and date of presentation on your handout/quiz.

I. Before You Present Your Review Activity:

Planning

Remember: This is a REVIEW project, not an introductory lesson. You have to assume that your students have studied the topic or language function, and that what they need is review. NO GRAMMAR EXPLANATION, PLEASE. If you feel some structured review of the grammar is necessary, put it on a transparency, or on a handout for students to go over it on their own.

You have about 8 minutes to present your activity, and 1-2 minutes to reflect and critique.

- You as the “teacher” have to be clear about what exactly you want your students to accomplish by doing the activity.
- Do you have a good understanding of your students’ ability and knowledge of the subject?
- Do the teaching method, technique, and format of the activity appropriate to the grammar or language function you have chosen?
- Which language skill (reading, listening, speaking, or writing) do you want your students to practice?

Proposal (Form provided)

- Choose one grammar point, language function, or topic/situation from the list (provided for each presentation).
- Carefully write out a lesson plan. The lesson plan may include a breakdown of the 7-8 minutes you have, the procedure for each step, and a scenario/script of the teacher talk which will be in Japanese, the description of “props,” audio/visuals, handouts, etc.
- Think carefully to engage every student throughout the presentation.
- Think carefully to maximize the use of the time.
- Think carefully to adhere to the goal.
- Most importantly, think carefully to devise a way to ensure accuracy in your presentation and your students’ performance.

- Be sure to turn in the proposal, along with any script, handout, etc., one day prior to the presentation.
- Include the proposal, inspected by your instructor, in the portfolio at the end of the semester.

Preparation

- Check the accuracy of your script (teacher talk, etc.), handouts, follow-up quizzes, if any, props.
- If possible, rehearse the procedure so that your lesson will be 7-8 minutes long.

Please make your handouts and quizzes clear and presentable. NO HAND-SCRIBBLED HANDOUTS ON TEARED NOTE PAPER, PLEASE.

Consider the following while your students are working:

- Are you being effective as a teacher? What makes a teacher effective?
- Is the purpose of the lesson clear to your students? How do you make sure they understand the purpose?
- Are you monitoring students' performance effectively? How do you know if they are benefiting from the activity, having difficulty, or going astray? What sort of "correction" method are you using? Are you aware of individual students' strengths and weaknesses?

Wind-down, and follow-up

- Try to allocate one minute for wind down and wrap up.
- Prepare a very short quiz, if possible.

Forms

1. PEER PRESENTATION PROPOSAL/LESSON PLAN

名前 _____ セクション _____ 今朝の日付 _____

発表の日時 _____

ユニット _____ テーマ _____

ゴール _____

手順 (くわしく書いてください) _____

教材、プリントなど _____

先生のコメント _____

先生の署名 _____ 日付 _____

2. Peer Review Activity Evaluation

JPNS _____ Semester _____ / _____ Date _____ Instructor/Section _____

Presenter (s) _____

Chapter _____ Topic _____

5-excellent 4-exceeded the requirement 3-met the requirement
2-was not quite there 1-needs serious revision and additional work

I. Proposal/Planning/Preparation (Plan on next page)

1. Was the presentation well thought-out (ideas, format, type of activity)?
5 4 3 2 1
2. Was the presentation well prepared (clarity, accuracy)?
5 4 3 2 1
3. Was the presentation relevant to the topic/plan?
5 4 3 2 1
4. Was the mechanism to check accuracy effective?
5 4 3 2 1

II. Delivery/Organization of the Presentation

1. Was/Were the teacher/teachers effective in involving and engaging the Class?
5 4 3 2 1
2. Was Japanese used where appropriate?
5 4 3 2 1
3. Was the objective of the activity clear to the students?
5 4 3 2 1
4. Was it well structured for the given time?
5 4 3 2 1

III. Learning

1. Was the class actively engaged?
5 4 3 2 1
2. Did students learn from one another?
5 4 3 2 1
3. Was the time well spent?
5 4 3 2 1
4. Was the mechanism to ensure accuracy effective?
5 4 3 2 1
5. Was the activity useful and helpful?
5 4 3 2 1

Total Raw Score _____ / 65

What was helpful?

What could be improved? What could have been done differently?

