

# Telecollaboration Israel-Germany

The Wedding Planners



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# Overview

## 1. Task 1 - Getting to know each other

- 1.1. General Description
- 1.2. Preparing for Session 1
- 1.3. Session 1
- 1.4. Assessment/Feedback

## 2. Task 2 - The Great Debate

- 2.1 General description
- 2.2 Session 1
- 2.3 Session 2
- 2.4 Session 3+4
- 2.5. Tips for the teacher and Assessment

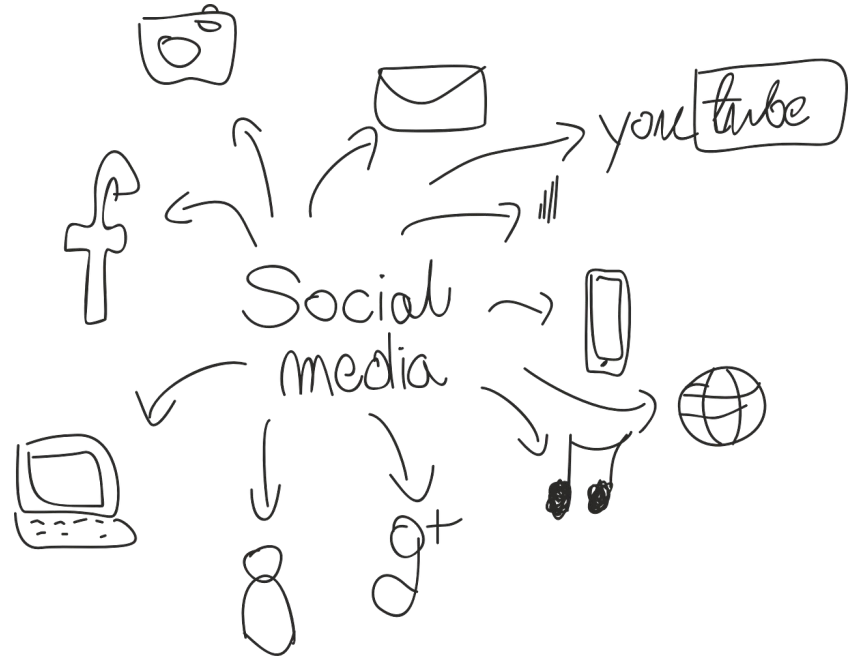


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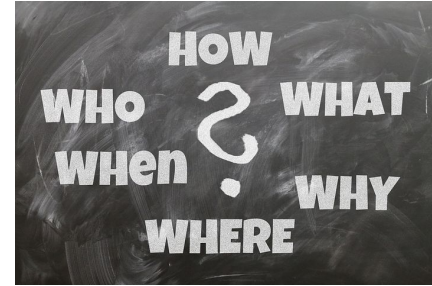
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Task 1-  
Getting to know each other



# 1.1. General Description



On the following pages we are going to describe one session that can be implemented in a telecollaboration project between a German and an Israeli EFL class.

- **Topic:** Getting to know each other
- **Grade:** 8

This task aims to improve the oral skills and writing skills of the students. The students will have to work individually as well as together with their partners and fellow classmates. Furthermore, they will improve their presentation skills and get to know different digital tools while working with them in a creative way.

Image taken from: <https://pixabay.com/de/illustrations/tafel-fragen-wer-was-wie-warum-776688/>

# 1.1 General Description

Zoom	Zoom is a communicative tool. People from all over the world can use it to communicate and connect face to face in an easy way.
Padlet/Popplet	These two tools are a great help for creating posters or mind maps in a creative but structured way. We chose these tools in order to show them two different ways of how they can create mind maps and posters. These tools are great for group work and students can have conversations with their classmates by adding comments below their posts.
Google Doc	Google Doc is a great collaborative tool. Everybody can have access to and work on the same document.
Hyperlinks	Through Hyperlinks students can implement different types of media into their presentations and experiment with different ways of presenting their work.
Picture/Videos	A picture (or a video) is worth a thousands words. It can help the students to express their emotions and views without the use of verbal language.

## 1.2. Preparing for Session 1

In preparation for the first online session, each student and each teacher has to create a personal Padlet. They should also prepare a short presentation about their padlet and present it in the first online session.

## 1.2. Preparing for Session 1



### Instructions for Students

- Create a Padlet in which you share a day in your life with your fellow students. The instruction sheet includes a detailed example of a Padlet and can be found here: [Sharing a daily routine - Instructions](#)
- A guide on how to create a Padlet can be found here: [Tutorial: How to use 'Padlet'](#)
- These useful phrases might help you prepare your presentation: [Phrases for presentation and feedback](#)

Image taken from: <https://pixabay.com/de/vectors/klassenzimmer-kooperatives-lernen-1297779/>

## 1.2. Preparing for Session 1



### Instructions for Teachers

- Familiarize yourself with zoom. A guide on how to use zoom can be found on their official website: [zoom guide - official](#)
- Put your students into groups of 4 (2 Israelis and 2 Germans)
- Give out the different worksheets ([Sharing a daily routine - Instructions](#), [Tutorial: How to use 'Padlet'](#) and [Phrases for presentation and feedback](#)) at least 1 week before the first zoom session
- Create your own Padlet in order to introduce yourself to your students (example: [Padlet](#))
- Create a Google Doc in which your students can note down their links to their Padlets

Image taken from: <https://pixabay.com/de/illustrations/kaufmann-karikaturen-training-607788/>



## 1.3. Session 1

In this session, teachers and students will be given the chance to get to know each other. In the beginning of the session, the teachers should introduce themselves with the help of their own Padlets. That way, students will not only learn more about their teachers but can also adapt useful phrases and techniques for their own presentations. The students will present their Padlets to their fellow group members and after 15 minutes, the students will be instructed to create a Popplet together with their partners. In the last few minutes of the session, students and teachers will be able to talk about their Popplets in plenary.

## 1.3. Session 1

<b>Step</b>	<b>Activity</b>	<b>Time span</b>
1	Welcoming students, teachers present their Padlets ( <b>plenary</b> )	about 5 minutes
2	Students present their Padlets in break-out rooms ( <b>group work</b> )	about 15 minutes
3	Further instructions about Popplet ( <b>plenary</b> )	about 3 minutes
4	Students create their Popplets in break-out rooms ( <b>group work</b> )	about 18 minutes
5	Talking about the Popplets and wrapping up the session ( <b>plenary</b> )	about 5 minutes

## 1.3. Session 1



### Instructions for Teachers:

- Make your students feel comfortable and try to create a positive learning environment
- Present your Padlet using some of the phrases presented in this worksheet. ([Phrases for presentation and feedback](#)) Encourage your students to do the same!
- Send your students into the break-out rooms and instruct them to present their Padlets. Make sure to visit each break-out room regularly to help your students!
- Show them how they can create a Popplet. Share your screen to give your students step by step instructions. If you are not familiar with Popplet, watch this tutorial: [Tutorial: Popplet](#)
- Share this Google Doc with your students: [Instructions Popplet](#) Encourage your students to be creative!

## 1.3. Session 1

### Instructions for Teachers:

- Visit your students in their break-out rooms and help them with their tasks
- Here you can find an example of a Popplet. You can decide for yourself if you want to show it to your students in advance or not: [Popplet](#)

### Instructions for Students:

- [Instructions Popplet](#)
- Example [Popplet](#)



Image taken from:  
<https://pixabay.com/de/vectors/klassenzimmer-kooperatives-lernen-1297779>

## 1.4. Assessment/Feedback

For we do not want the students to feel any unnecessary pressure in their first online session, the activities will not be graded. Nevertheless it is important to give Feedback on their Padlets and Popplets.

- [Feedback Padlet](#)
- [Feedback Popplet](#)



# Task 2

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## The Great Debate



Image taken from:

[https://www.freepik.com/premium-vector/political-debates-illustration\\_3860643.htm](https://www.freepik.com/premium-vector/political-debates-illustration_3860643.htm)

## 2.1. General Description

On the following pages we are going to describe three sessions that can be implemented in a telecollaboration project between a German and an Israeli EFL class.

**Topic:** Debate.

**Grade:** 11<sup>th</sup> + 12<sup>th</sup>.

This task aims to improve oral skills, writing skills, researching skills and relying on academic resources, practicing presenting and standing in front of an audience, persuasive techniques that may be used in our daily lives, and language proficiency.

# 2.1. Tools

<b>Tools</b>	<b>Explanation and Advantages.</b>
zoom	Zoom is a communicative tool. People from all over the world can communicate and connect safely in an easy way.
PPT	Teachers will use PPT to teach their students about Debate in a creative and fun way.
Strawpoll	This tool will be used for voting on the winning team after each and every debate is over.
Google survey	This tool will be used after the third or fourth session is over, the students can give feedback on their experience.
Google Docs	With the help of this tool, students will be able to share important information that could be used to strengthen their debate and expand each other's knowledge about the Debating topic. We think it is a great tool because it's collaborative and more than one person can have access to add or edit at the same time.



## 2.1. Preparing for session 1

The teachers will have to read the materials that they want to present on the first session and make sure that it's a good fit for the students' level and easy to follow. very important to check how long will it take the teachers to teach the first session- which is the basic instructions for Debate.

It's very important for a teacher to familiarize herself/ himself with zoom.

Here's a guide on how to use zoom- [zoom guide - official](#)

Image taken from:  
<https://www.plymouth.ac.uk/study/preparing-for-university-study>



## 2.2. Session 1

- A PowerPoint presentation will be presented to both classes by the teacher, teaching them about debating and giving them basic instructions
- The students will be divided into groups of 4 (2 Germans and 2 Israelis)
- At the end of the presentation, the teacher will divide the students into groups and give each group their Debating Topic.
- The teacher will give the students a HW of studying and learning about the general topic of the Debate.
- [Debate PPT](#)

## 2.2. Session 1- Plan

<b>step</b>	<b>activity</b>	<b>Time span</b>
1	Welcoming students	3-5 minutes
2	Agenda and introduction	5 minutes
3	PPT	30 minutes
4	Questions and conclusion	5 minutes

## 2.3. Session 2

In the first session students were asked to search there Debating topic and collect as many information as possible about it.

In the second session students will be divided into breakout rooms and asked to work on their arguments together as a team, sharing the information that they have researched at home.

Teachers will be going through the breakout rooms in Zoom and make sure that instructions are clear for everyone, help if needed and make sure that everyone is actually doing what they are supposed to do.



Image taken from:  
<https://rcni.com/nursing-standard/students/nursing-studies/when-your-course-schedule-says-group-work-and-you-think-hard-work-149701>

## 2.3. Session 2- Plan

<b>step</b>	<b>activity</b>	<b>Time span</b>
1	Welcoming students	3-5 minutes
2	Agenda and introduction	5 minutes
3	Breakout Rooms	30 minutes
4	Questions and conclusion	5 minutes

## 2.4. Session 3+4

In these two sessions the groups will be having their debate. If two teams are having their debate, the rest of the class will be the judges, they will vote after each debate on whom they think is the winner of the debate using [Strawpoll](#),

After everyone is finished with having their debate, students will be asked to fill out a survey (either during the session or afterwards) sharing their feelings and thoughts about this delightful and interesting experience.

They will fill out a survey that the teacher has already prepared using Google form : [Students' Feedback](#).



Image taken from:

[https://www.ted.com/playlists/482/talks\\_to\\_support\\_a\\_healthy\\_deb](https://www.ted.com/playlists/482/talks_to_support_a_healthy_deb)

## 2.4. Session 3+4

<b>step</b>	<b>activity</b>	<b>Time span</b>
1	Welcoming students	2 minutes
2	Agenda and introduction	2 minutes
3	First Debate	10-15 mins
4	voting	2minutes
5	Second Debate (and so on..)	10-15 mins



## 2.5. Tips For The Teacher

- Make sure to always motivate the students and complement their work after they are done with the Final Debate.
- Stay in touch with the students and make sure to let them know you are available if they have any question or need any help.
  - Make sure that everyone in the team is doing their job
  - Make sure that the students don't go over time with their arguments.
  - Reminder: don't forget to share your assessment sheet with your students so they will know how they will be graded.



## 2.5. Teachers' Assessment Sheet

With the help of this evaluation sheet the teachers will be able to grade the students work.

### Evaluation Sheet



Image taken from :

<https://edu.rsc.org/feature/improving-feedback/3010444.article>



Image taken from:  
<https://imgflip.com/i/ycu7c>