

Sample Assignment #6

Course Notetaking

Throughout the term course participants will take turns taking notes on key class activities and posting these notes to the course email conference.

The notes should include the following three sections:

- A description of the content
- A description of the process
- A list of questions, future directions and/or outcomes

An example of notes taken on a warm-up activity is provided below:

1. Content:

The names and adjectives we chose are:

- Normal Nadia
- Devilish Dan
- Astounding Allison
- Jazzy Julie
- Kooky Kirstin
- Kind Kelsey
- Big-Hearted Brett
- Responsible Rose
- Attentive Alicia
- Kind Kim
- Loyal Laura
- Daring Dorothy
- Super Sara
- Awesome Andriane
- Adventurous Anh
- Sensitive Sabrina
- Sensible Susan
- Devoted Dina
- Radiant Rasa
- Stupendous Sara
- Jolly Jennifer
- Independent Iona
- Trusting Trisha
- Kindly Katie
- Passionate Patricia

2. Process:

- as a whole group, we brain-stormed a short list of adjectives starting with the initial letter of the teacher's name and then did the same for the name of one of TEPAs
- in small groups, we brain-stormed four adjectives starting with the first letter of each group member's name
- in our small groups, we went around the table introducing ourselves and each person sitting to the left of us, being sure to use the adjective and the person's name (otherwise known as the telephone game)
- each small group took a turn chorally introducing each member of their group to the whole class, being sure to use the person's adjective and name
- during the rest of the class, the teacher took several opportunities to ask the whole class to provide certain students' adjective and name

3. Questions/Future Directions/Outcomes:

This is an interesting and original memory device to help us quickly learn a great number of names, while learning something about each person's character.

This activity had us working closely in groups right from the start, a friendly and fairly non-threatening way to get to know each other. It also gave us a chance to speak in front of the class for the first time in a low-stress environment.

How could we adapt this activity to provide extra support for ESL learners?

Can a student (or teacher, for that matter) change her/his chosen adjective?

Might this activity run the risk of encouraging students to make up unkind combinations for the names of unpopular students? If it did, what might our response be?

Especially with younger children, what happens if everyone forgets only one student's name and adjective?

How could this activity, depending on the grade taught, be used as an introductory exercise for other activities? What kind of follow-up activities can you think of?