



## Project 2A: VR meets Grammar

<b>Description</b>	Learners revise and practice grammatical phenomena by creating virtual scenes to illustrate them
<b>Objective(s)</b>	Creative revision / practice of grammatical phenomena including visualization / pronunciation
<b>CEFR</b>	A2 – B2
<b>Digital Skills</b>	Using digital media to create learning products, using Google Translate for pronunciation practice, copyright, privacy
<b>6C</b>	Cooperation, Communication, Creativity, Citizenship (if the sentences are for example about a cultural or political topic)
<b>Time frame</b>	4-8 hours
<b>Potential topics</b>	Reported speech / subjunctive I; Conditional clauses / subjunctive II; tenses
<b>You want to go further?</b>	Add spelling and translation   Add a quiz
<b>Differentiation</b>	Reported speech: tense of the introductory verbs; types of sentences: declarative sentences, questions, requests and commands Conditional clauses: different types of conditionals Tenses: different tenses, regular and irregular forms, affirmative or negative size of groups: 2-4 learners
<b>Devices</b>	Production: PC/Laptop with Chrome browser or tablet with the CoSpaces Edu app (no smartphone since coding does not work on smartphones) Reception: PC/Laptop with Chrome browser or tablet/smartphone with the CoSpaces Edu app: option to use a VR headset (Cardboard with CoSpaces Edu app or autonomous headset using the native browser that is WebVR-enabled)
<b>Tutorials</b>	Sign up for CoSpaces Edu <a href="https://youtu.be/qWXUMkauXp0">https://youtu.be/qWXUMkauXp0</a> Media Production, Copyright and Privacy <a href="https://youtu.be/OaRTYwpEe6g">https://youtu.be/OaRTYwpEe6g</a> Finding media online <a href="https://youtu.be/-SggEV-btCl">https://youtu.be/-SggEV-btCl</a> Cropping media content <a href="https://youtu.be/e7qUu-3jrrA">https://youtu.be/e7qUu-3jrrA</a> Project 2A: Step by step <a href="https://youtu.be/96qDjFJqoOY">https://youtu.be/96qDjFJqoOY</a>

## Preparation

### Define

- Grammatical phenomenon
- Context
- CEFR level
- Group size
- how many examples each learner is supposed to come up with
- differentiation options → mandatory and optional features
- if learners want to use photos in their spaces, make sure they know about copyright and privacy (f.ex. right to one's own image) so they use photos they are allowed to use (→ Public Domain, Creative Commons or their own photos) and make sure that personality rights are respected
  - make sure learners know how to produce or find the content

Learners sign up for CoSpaces Edu and join the project (→ class code)\*

\* the class will be prepared and will contain a task with coding already prepared and a sample space

### Example

- grammatical phenomenon: reported speech
- context: everyday life
- CEFR level: A2
- Group size: 2
- # of examples per learner: 4
- differentiation
  - mandatory
    - affirmative declarative sentences with an introductory verb in the present
  - optional
    - negative sentences, questions, request/commands, introductory verb in the past tense
    - adding spelling and/or translation
    - adding a quiz
- media content: optional

## Production I (1-2 hour(s))

### Learners

- watch the relevant part of the step-by-step tutorial
- write down their 4 sentences in direct speech
  - mandatory: affirmative declarative sentences with an introductory verb in the present
  - optional: negative sentences, questions, request/commands, introductory verb in the past tense (depending on their language proficiency)
- team up with a peer, agree on the correct reported speech version of each other's sentences and write them down
- make sure they know how to pronounce their own four sentences and the reported speech for their partner's sentences
- decide if they need illustration and find it respecting privacy and copyright

### Tip

- for pronunciation practice they can use Google Translate

## Production II (1-2 hour(s))

### Learners

- log in to CoSpaces Edu, go to “Classes”, join the appropriate class (if they haven’t done so already when signing up), pick the project they are working on and choose Task A
- watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
  - in their own scene
    - change the name of their scene to their first name
    - add four characters (1 to every part of the presentation area)
    - activate coding for the characters and change their name to “[first name] 1-4”
    - record their four texts in direct speech as audio files & save them using appropriate names
    - program each character to play the audio file when clicked
  - in their partner’s scene
    - add four characters (1 to every part of the presentation area; preferably the same character as in their own scene)
    - activate coding for the characters and change their name to “[first name] 1-4”
    - record their four texts in reported speech as audio files & save them using appropriate names
    - program each character to play the audio file corresponding to the direct speech in that part of the presentation area when clicked
  - optional (in their own scene)
    - customize characters
    - decorate presentation space (with objects or photos for illustration)
    - add spelling and/or translation
    - add a quiz
      - add objects to program
      - study sample code and program the quiz
  - delete the sample space

## Reception (1-2 hour(s))

### Learners

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- as a team: share their space (unlisted) and add their first names to the title
- post their space on the Padlet in the appropriate column by copying the URL and sharing it as a link (not in the text of the post)
- Check out their peers’ spaces

### Attention

- if the licenses available will be reassigned to different learners in the near future, it is recommended that teachers copy learners’ tasks to the admin account and share them to the Padlet themselves because otherwise the shared spaces will no longer work once the learners have been deleted from the license plan

## Reflection (1-2 hour(s))

Learners watch the relevant parts of the step-by-step tutorial and follow the instructions

Learners leave written feedback in German on the Padlet for at least 3 posts using the following sentences:

- Ich mag / finde gut, dass ... - positive feedback
- (Ich würde mir wünschen, dass ...) – a complaint, something that is missing
- (Wie wäre es, wenn Du ...) – a constructive suggestion how to make up for what is missing

As an option and for evaluation purposes learners may

- record feedback for the project in German any way they want (audio, video)
  - write a little story in German using the sentences (direct and reported speech) of any space they have looked at and record the story as an audio file using the voice recorder Padlet provides
- & post them in the appropriate column of the Padlet following the guideline in the first post

## Student checklist

### Production I

- watch the relevant part of the step-by-step tutorial
- write down 4 sentences in direct speech
  - mandatory: affirmative declarative sentences with an introductory verb in the present
  - optional: negative sentences, questions, request/commands, introductory verb in the past tense (depending on your language proficiency)
- team up with a peer, agree on the correct reported speech version of each other's sentences and write them down
- make sure you know how to pronounce your own four sentences and the reported speech for your partner's sentences
- decide if you need illustration and find it respecting privacy and copyright

### Tip

- for pronunciation practice you can use Google Translate

### Production II

- log in to CoSpaces Edu, go to "Classes", join the appropriate class (if you haven't done so already when signing up), pick the project you are working on and choose Task A
  - watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
- in your own scene
  - change the name of your scene to your first name
  - add four characters (1 to every part of the presentation area)
  - activate coding for the characters and change their name to "[your first name] 1-4"
  - record your four texts in direct speech as audio files & save them using appropriate names (f.ex. [your first name] 1-4)
  - program each character to play the audio file when clicked
- in your partner's scene
  - add four characters (1 to every part of the presentation area; preferably the same character as in your own scene)
  - activate coding for the characters and change their name to "[your first name] 1-4"
  - record your four texts in reported speech as audio files & save them using appropriate names (f.ex. [your first name] 1-4)
  - program each character to play the audio file corresponding to the direct speech in that part of the presentation area when clicked
- optional (in your own scene)
  - customize characters
  - decorate presentation space (with objects or photos for illustration)
  - add spelling and/or translation
  - add a quiz
    - add objects to program
    - study sample code and program the quiz
- delete the sample space

### Reception

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- as a team: share your space (unlisted) and add your first names to the title
- post your space on the Padlet in the appropriate column by copying the URL and sharing it as a link (not in the text of the post)
- Check out your peers' spaces

### Reflection

- watch the relevant parts of the step-by-step tutorial and follow the instructions
  - leave written feedback in German on the Padlet for at least 3 posts using the following sentences:
    - Ich mag / finde gut, dass ... - positive feedback
    - (Ich würde mir wünschen, dass ...) – a complaint, something that is missing
    - (Wie wäre es, wenn Du ...) – a constructive suggestion how to make up for what is missing
- optional
- record feedback for the project in German any way you want (audio, video)
  - write a little story in German using the sentences (direct and reported speech) of any space you have looked at and record the story as an audio file using the voice recorder Padlet provides
- & post them in the appropriate column of the Padlet following the guideline in the first post