

SMA Santa Laurensia

IDEAS IndAus Project

Project Overview

The unit will run from April 23-May 18, 2012. Prior to that, students will be required to initiate contact with their peers and familiarize themselves with each other.

Four English classes (two from Santa Laurensia High School and two from Loyola College) are going to take part in this unit in which one class has to collaborate with the other class.

The assessments follow each school's curriculum; however the assessments should be an end product of collaborative works between the two schools. In addition to the assessment on process, the students will also be assessed on the intercultural understanding.

Objectives:

- Students are able to identify and explain their cultural perspective based on a given topic on family
- Students are able to build a mutual relationship and communicate effectively via social media (e.g.: Facebook, Skype, Group blog, WikiSpace, etc) with students from Loyola College
- Students are able to conduct a research on social studies to identify intercultural perspectives from different countries or backgrounds, focusing on the issue about family, and compile their findings in a research report
- Students are able to raise their awareness on intercultural issues through comparing and contrasting different perspectives (i.e. their respective perspective and students from Loyola College's perspective)

Assessments:

- Contact logs
- Journal
- Research report
- Presentation

Project Outline

Week	Objectives	Assessment	Lesson Planning
<i>Pre-Project</i>			
Last week of March – Second week of April	<p>Students can gain knowledge on writing research report, particularly for social studies</p> <p>Students are able to familiarize themselves of different methods to collect data, particularly on interviewing</p> <p>Students are able to initiate contact and be familiar with the peer group</p> <p>Students are aware of the goals and objectives of the project</p> <p>Students are able to build a mutual relationship with their peers from Loyola College</p>	<p>Summary:</p> <ul style="list-style-type: none"> - Research Report, - Research Methodology, - Interview for Data Collection <p>Student Profile Group setting Wikispace or Group Blog setting</p> <p>Research Report</p> <ul style="list-style-type: none"> - Outline - Hypothesis - Literary Research 	<p>T briefs the students about the collaboration and the project with the students.</p> <ul style="list-style-type: none"> • Outline the project with a timeline • Define goals and objectives • Provide access for students to contact peers via WikiSpace <p>T assigns group of students. Each group of students will be assigned to a peer group (i.e. the collaborating group from Loyola College).</p> <p>Ss are required to post profile and initiate contacts with their peers by April 16. Contacts can be made through e-mails, Skype log, Messengers log, Facebook, group blogs or WikiSpace. Each student is responsible to keep record of all interaction with their peers.</p> <p>T is also responsible in giving information for students to write their research report, i.e.: what is a research report, what are the parts in the research report, what sort of information that has to be presented in the research report, and how to conduct an effective research (particularly in social studies context).</p>
<i>Project</i>			
April 23 – April 27	<p>Students are able to elaborate the assigned topic based on their own cultural background</p> <p>Students are able to conduct effective interview with their peer group to gain understanding on intercultural perspectives on the same topic</p>	<p>Discussion (Brainstorm) Interview Log and Summary</p> <p>Research Report</p> <ul style="list-style-type: none"> - Introduction 	<p>T assigns each group with a subtopic. Each group has to brainstorm and discuss the subtopic based on their own cultural background.</p> <p>Each group has to construct questions for interviewing their peer group to gain information on the same topic. When possible, students will conduct the interview in-class (via. Skype conference). Otherwise, students are required to interview their peers to collect data.</p> <p>In the meantime, students are required to start their research report by writing their introduction, presenting a hypothesis that they wished to prove from the research.</p>

April 30 – May 4	<p>Students are able to compare and contrast the similarities and differences from different cultural background on a given topic</p> <p>Students are able to expand their self-awareness of different cultural perspectives on an issue</p>	<p>Compare/Contrast</p> <p>Research Report</p> <ul style="list-style-type: none"> - Theoretical Background - Research Methodology 	<p>Ss are to compare and contrast their findings, i.e.: to use Venn diagram to find similarities and difference between different cultures on the given topic.</p> <p>When necessary, students are to contact their peer groups in cases where more information is needed and/or unclear.</p> <p>Ss are required to summarize the resources that they found as the theoretical background of the report. Additionally, Ss must also write the research methodology to define how they collect data (interview) and how will they analyze the data (compare-contrast).</p>
May 7 – May 11	<p>Students are able to discuss their findings in the research report</p>	<p>Research Report</p> <ul style="list-style-type: none"> - Findings and Discussion - Conclusion 	<p>Ss report and analyze their findings from the interview and their own cultural background.</p>
May 14 – May 18	<p>Students are able to present their findings</p> <p>Students are able to reflect on their research, emphasizing on how they have gained knowledge on intercultural awareness</p>	<p>Research Report</p> <p>Reflection</p>	<p>Ss submit the report and compose a reflective writing (paragraph and/or short essay ~300 words) to assess their intercultural understanding/awareness.</p>