

## Technology Implementation

My group technology project was implemented in an Advanced Placement Human Geography class at Lafayette High School. The students were mainly sophomores with one junior in the class. The majority of the students was technology proficient and comfortable using computers and therefore very receptive to their assignment. Our activity supplemented their lesson on urban development patterns by taking a closer look at the four urban development models: the concentric zone model, the sector model, the multiple-nuclei model, and the peripheral model.

The students' objective was to use the webquest created by my group to learn more about their assigned model and then to create a PowerPoint presentation on that model which would enhance their oral presentations to the rest of the class. The materials used to accomplish this goal was most importantly a computer, the webquest on the internet, Microsoft PowerPoint, an internet search engine, their human geography textbook, and a CD or floppy-disc to save their presentation.

### Description

- WM group created a webquest based on the four models. Each page of the wequest included links to websites that included information of each model.
- Students were assigned to one of four groups.
- Each group was assigned an urban model and the WM student that had prepared the webquest page for that model.
- Each student group divided their model into sections so that each student had one aspect of the model they would be responsible to research and present to the class.
- Each student researched their model and created one to two slides in PowerPoint.
- The slides were compiled into one PowerPoint presentation.
- Each student prepared an oral presentation on their portion of the urban model.
- Each group of students presented their model to their other classmates through an oral presentation using their PowerPoint presentation to highlight major points.

The assessment I used to evaluate the students included whether or not they used the webquest, whether or not their PowerPoint presentation presented information on their model and enhanced their oral presentation, and the extent of correct information included in their oral presentations to the class. Students' attitudes to the project seemed to be positive. The students were able to show their creativity with the PowerPoint presentations while using research techniques and learning more about a specific aspect of their assigned model. My group of students enjoyed adding sound effects and animation to the presentations and was able to showcase their computer skills. One of the students mentioned that she enjoyed the assignment because the teacher normally lectured for the whole class period and working on their presentation was more something different. The host teacher thought the assignment went smoothly and seemed please with the results. The students were assessed by their presentations to the rest of the class. The extent to which each group was prepared and the extent to which the information they presented was correct and pertained to the model was used in their evaluation of the assignment.

The students did very well using the computers in the lab and compiling their information. They basically remained on task but were still enjoying working together to make their presentation. The page I created in the webquest could have included more links to different aspects of the model. Some of my students had to rely on a search engine to find additional information on their topic because I had either not found websites on their topics or had not thought to search for them. It would have been better if I had thought of a way to prepare the presentation and then made the webquest, but I wanted the students to have an input on how they would

present their model. Therefore, the organization of the PowerPoint presentation was a group decision with some guidance from me because I knew the extent to which information could easily be found on different aspects of the model. Even though, my page of the webquest could have been more extensive the students were able to achieve their main task which was the creation of a PowerPoint and oral presentation. Overall, the implementation of this technology assignment went very smoothly and I think was a nice change of pace for the students. The resources they found on the internet really enhanced their understanding of their urban model.