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CI S17  
Practicum Report  
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### **Introduction**

My group for the technology practicum worked with Matt Crawford, a geography teacher at Lafayette High School. We implemented a technology project in two of his AP geography classes. The students in these classes are 10<sup>th</sup> graders who are taking their first AP class. They are generally very motivated students and are interested in doing well academically. The class deals with human geography, and students were working on a unit that deals with language, folk and popular culture, and religion. We chose to implement our technology project during the section of the unit on religion. Mr. Crawford taught the sections on language and folk and popular culture, and then he assigned students to outline the chapter on world religions. When we arrived at Lafayette on Monday morning, the students had already prepared these outlines, giving them a good background in this information.

### **Objectives**

- Working in groups and using the internet and their textbooks, the students will identify the distribution, diffusion, religious spaces, and religious conflicts of one of the world's five major religions.
- Working together in a small group, the students will use PowerPoint to create a presentation on one world religion and present this information to the class.
- The students will compare and contrast the distributions, diffusions, religious spaces, and religious conflicts of the world's five major religions.

These objectives relate to the Virginia SOL WG.3:

The student will apply the concept of region by  
c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.

### **Materials**

The materials necessary for this project include a computer with internet access and a web page composer in order to create the webquest, AP geography textbooks, internet access for each student, charts on the five major world religions for students to fill out during the presentation, and a rubric for grading the projects and presentations.

### **Description**

- Students read chapter in their textbook on world religions and each create an outline for homework.
- Assign students to five different groups, one for each of the major world religions (Buddhism, Christianity, Hinduism, Islam, Judaism). Each group will be paired with one teacher (myself, Mr. Crawford, Kiersten, Joe, and Brad).

#### DAY ONE

- Students meet in computer lab and sit together with their group. Each student should have access to a computer.
- Students go to the webquest (<http://jrblou.people.wm.edu/geographymain.html>). Teachers give introduction, explaining the purpose of the webquest and the tasks involved.
- In each group, students decide how to break up the workload in order to answer all of the questions provided in the webquest.
- Students research information on their world religion using internet resources provided in the webquest and their textbooks. Teachers are available to help each group.

#### DAY TWO

- Students meet in the computer lab and sit with their group. The groups must decide how they want to present information to the class.
- Groups work on making PowerPoint presentations using the information they gathered about their world religion.
- Give students rubric that will be used to evaluate their presentation and charts that students will fill out during the presentations.

#### DAY THREE

- Groups are given a portion of the class period to finalize their PowerPoint presentation and discuss how they will present information to the class.

#### DAY FOUR

- Each group gives PowerPoint presentation to the rest of the class. Students will fill out chart on world religions that has been provided.

#### **Evaluation Procedure**

The performances of understanding that were assessed in this project were the students' PowerPoint presentations. Students were told at the outset of this activity that they would be researching one of the five major world religions as part of a group, compiling the group's information to create an informative presentation, making a presentation using PowerPoint, and then giving this presentation to the entire class. Each group would become an expert on one of the major world religions and share the information they have gathered with the class. The webquest included a number of questions for students to answer concerning religious distribution, diffusion, religious spaces, and religious conflict. Students were told that the presentations were to be 5-8 minutes long. They were given a copy of the rubric that would be used to assess the presentations. The students would be assessed on content of presentation, organization and length of presentation, group dynamics, effective use of PowerPoint, and creativity. We were not present on the day of presentations, but Mr. Crawford videotaped them and we got together at W&M in order to view the presentations and assign grades based on the rubric.