

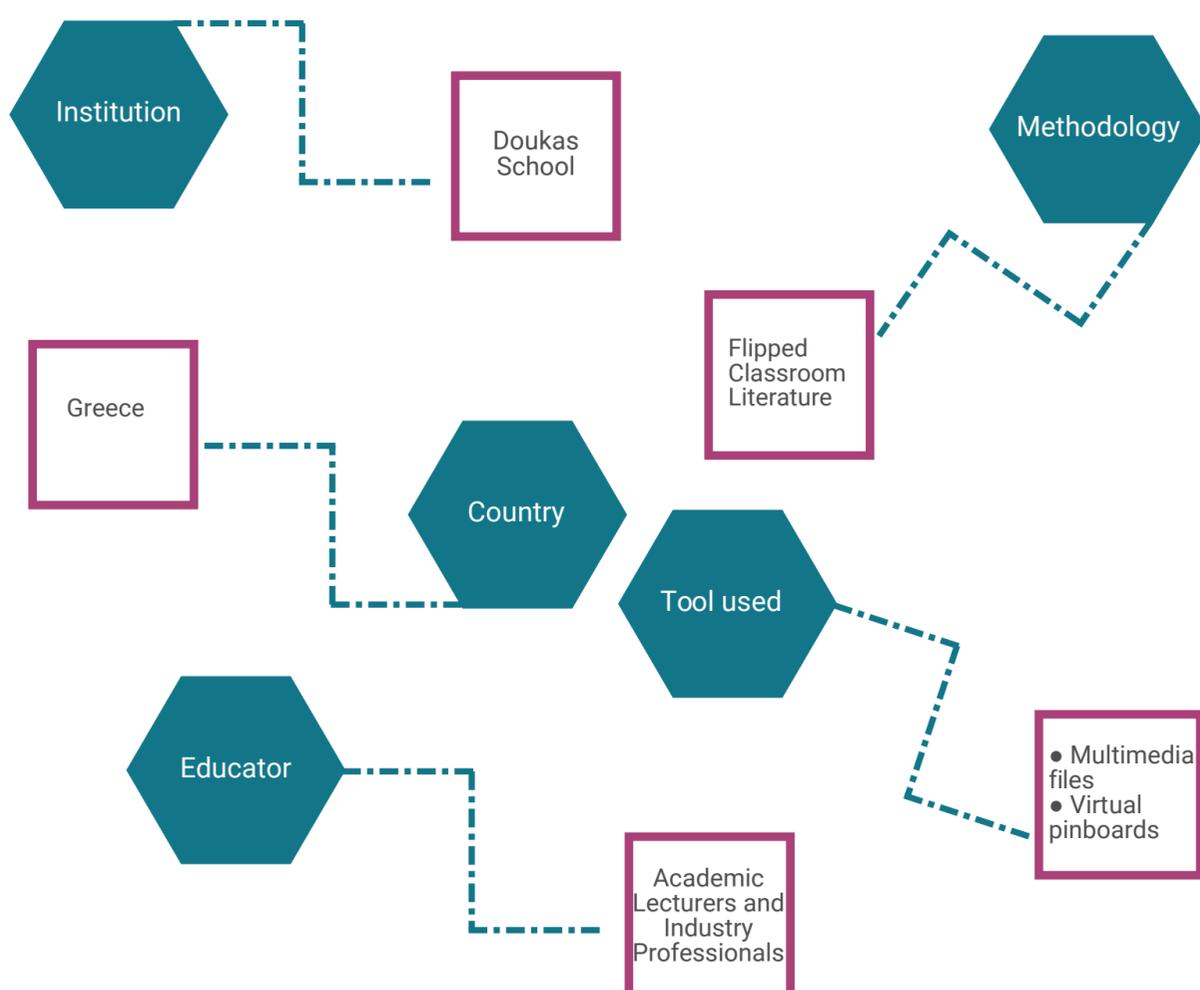
INFORMATION GAP ACTIVITY IMPLEMENTED WITH TECHNOLOGY TO STIMULATE LEARNERS' INTEREST



The case, information gap activity implemented with technology to stimulate learner's interest, is based on the practice of dividing the class into two groups.

Primary School pupils at Doukas school in Greece (Grades 5 and 6), were divided into two teams. Team A was sent an MP3 file with sound from a film based on a novel (Rebecca by Daphne Du Maurier) and Team B were sent an MP4 file with the same extract from the film but without sound. Information was emailed and pupils used at home their personal tablet PCs to watch/listen respectively the film extract. In class, they share the notes they took at home working in pairs or groups with pupils from the other group. Their aim was to decide what happened and to reconstruct the story through communication and collaboration.

When they reached a consensus, they wrote the part of the story that they had watched/listened to and they shared it with the rest of the class. The next step involved writing the next part of the story. They had to anticipate what happens next and then they had to share their version of the story with the other teams.



Main challenge, Key Success and Enabling Factors

- Act as a lead-in to literature, which otherwise is boring for the learners;
- Students were given the opportunity to share their ide
- as with others, write collaboratively a brief narrative;
- In addition, the ambiguity of clues given triggered discussion;
- The activity allowed for creativity and imagination.

Lessons Learnt and Recommendations

- Encourage learners to use their imagination and creativity
- Develop speaking (narrate a story, turn-taking, negotiating) and writing skills (note taking, creative writing)
- Facilitate learning and communication strategies where students exchange information and synthesize.
- Introduce literature in an innovative and motivating way.



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