**LESSON EVALUATION**

**Subject**: English **Class**: 2.d **Date**: 26.02.2014

**Teachers**: Benjamin Tweedie (FT) & Manja Bratuž (ST)

**Theme**: Social Media Messaging

|  |  |
| --- | --- |
| **INTERNAL FACTORS** | **EXTERNAL FACTORS** |
| **ADVANTAGES and successes** | **OPPORTUNITIES and challenges** |
| * The feedback from the students was that the chosen lesson theme *Social Media Messaging* was highly relevant and interesting for their generation. * The attention-getter (Einstein's quote) appeared to fulfil its intended purpose of ‘provocateur’ since even the more reticent students were encouraged to involve themselves in the ensuing discussion. * The lesson sequencing and staging enabled the students to develop the vocabulary to meaningfully engage with the reading comprehension task. | * Future implementations of this lesson should consider the utilisation of a block hour – this option could provide additional opportunities to conduct in-depth discussions. * The incorporation of the target content theme into the foreign language curriculum was challenging until a link was created between ‘Letters to the Editor’ and the curriculum element of formal letter writing. |

|  |  |
| --- | --- |
| **INTERNAL FACTORS** | **EXTERNAL FACTORS** |
| **WEAKNESSES and failures** | **THREATS and risks** |
| * The survey and statistical analysis of social media applications usage did not work because it was assumed that the target student cohort (being Generation Z) would all utilise at least 5 different social media applications. | * The ultimate success or failure of this lesson depends (to a great extent) on the willingness of the students to participate and contribute in a meaningful manner. Perhaps, to mitigate this risk, alternate learning activities could be developed. * Whilst the use of the (coarse language) video was not overly problematic this time, it is envisaged that with different classes (or schools) it could cause difficulties. |