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| **ICT Presentation** |
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1. **Documentation and discussions**
2. **Exploiting the potential of television broadcast in education.**

***Description:***

Adapting documents for the classroom includes the use of excerpts, helpful head notes, and clear source information. It means adjusting documents for non-expert readers and making them shorter, clearer, and more focused. Adaptations can also include simplifying syntax and vocabulary, conventionalizing punctuation and spelling, cutting nonessential passages, and directing attention to a document's key components.

***Teacher Preparation:***

* Choose a document that is relevant to the historical question or topic that    your class is studying. Consider what you want students to get out of the    document. Will they try to unravel a historical puzzle? Corroborate    another document? Dive deeper into a particular topic? Write a focus    question for the lesson and the document.
* Make sure that the source of the document is clear. State whether you    found it online or in a book, clearly identify when, where, by whom, and    for whom the source was *originally* created.
* Create a head note that includes background information and even a brief    reading guide. This helps students to focus on what they're reading while    using background knowledge to make sense of it.
* Focus the document. Although some documents may seem too important    to edit, remember that students may be overwhelmed by passages that    look too long. Judicious excerpting with a liberal use of ellipses makes any    document more approachable and accessible. If students are confused by    ellipses, shorten documents without them.

Consider simplifying the document. This can include the following modifications, but use them sparingly and carefully:

* Cut confusing or nonessential phrases to make it shorter and easier to    follow
* Replace difficult words with easier synonyms
* Modify irregular punctuation, capitalization, or spelling

Every adaptation is a tradeoff, so when in doubt, consider whether a particular adaptation is necessary for your students to access, understand, and analyze the document.

Work on presentation. Brevity is important, especially in making a document student-friendly. Other techniques to render a document approachable include:

* Use of large type (up to 16 point font)
* Ample white space on the page
* Use of italics to signal key words
* Bolding challenging words
* Providing a vocabulary legend

In the Classroom

* Devise a focus question to use with prepared documents. Introduce the    question to your class and explain that reading each document will help    them to answer it. (The focus question used in the example is "Why is the    Homestead Act historically significant?")
* Explain that the document has been adapted to make it clearer and more    useful for today’s lesson. You can provide students with the original and    the adapted documents; or give them the adapted document, while    projecting the original on a screen.
* Direct students’ attention to parts that have been added to the document.    Show them the document’s source information—its author, and the    circumstances of its publication—while discussing how such information    can help them understand the contents of a document. Show them the    head note.
* Identify words that have definitions provided, reminding students to    underline or highlight other difficult words in the document in order to    build vocabulary skills.
* Encourage students to notice any italicized words which indicate    emphasis and to make notes in the margins as they read.
* Have students answer the focus question, using information and quotes as    evidence from the document to support their answers.

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Extension: As students become more adept with using documents, discontinue some of the reading supports. A useful companion lesson is to let students compare the original document with the edited version, to make explicit the modifications and consider whether they changed the document’s meaning or not

The Importance of Class Discussions

Class discussions offer students opportunities to test their ideas and opinions against the ideas and opinions of their peers.

It is important to set the right tone for discussion in the classroom early on in the semester, and to establish a rapport with your students. Studies have shown that students who contribute to class conversations early on in the semester are much more likely to continue contributing to class discussions throughout the semester than those students who remain quiet during the initial few weeks of the term. Therefore, it is imperative to find ways to involve all students in the formative discussions of the course.

What Makes for a Good Discussion?

**Good discussion** is like art. It may be hard to define it, but you know it when you see it. Think back to a good discussion you once had, either as a student or an instructor. What made is enjoyable? What made it educational? What made it lively?

Often cited characteristics of a good discussion:

* **Accessibility**: Students feel comfortable engaging in the discussion.
* **Non-combative**: There is a cordial and pleasant tone to the conversation and no hostility.
* Diversity: A variety of opinions and points of view get articulated.
* **Cohesion and focus**: Discussions should be about "something," with a pedagogical goal.
* Trust: Environment should allow students to take intellectual risks.

What Makes for a Bad Discussion?

Conversely, think about your experience in a **bad discussion**. What troubled you about the discussion? Were there too many participants? Too few? Was it educational? Was it too combative? Too passive?

Often cited characteristics of a bad discussion:

* **Limited discussants**: Only few students participate.
* **Limited**perspectives: Students echo instructor's thoughts and limit diversity of opinions.
* **Lack of focus**: Discussions go off-topic and miss the pedagogical aim.

***ROLE OF TELEVISION IN THE FIELD OF EDUCATION***  
Television has been given considerable importance in many countries as a source and a tool of teaching. The success stories of using television for education in many countries has negated the concept that television is basically on entertainment oriented medium and it is hostile to thoughts. Television is adaptable and can follow different approaches when used in the different educational situations. The medium is used for formal, non-formal and informal education. To support formal education, television usually function as supportive and reinforcement tool. Television can be attached with school curriculum and time tables. When systematically organized it takes the form of school broadcast. In non-formal education, television has a more specific role to play. When used as a part of multi-media communication tool, television can directly or indirectly teach the subject matter.  
Importance of television to communicate information, idea, skills and attitudes has been affirmed by researches. You should attempt to study various reports published on educational television in different countries in different situations. Next to home and school television have a more profound influence on human race then any other medium of communication.   
If media is to work as an effective teaching tool then certainly it is helping hand towards, achieving the aim and objectives of education. Media is an agent of boost cultural economic and social development activity. Television, as an important mass medium disseminates education through formal and information methods.  
Television also continues to benefit the masses by making them conscious of the environment, rights, duties and privilege. It is a source of teaching etiquettes, language skills, hobbies, social relations and religious believes