

Webquest on; Technological devices.

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Introduction

We use computers and technological devices in our daily life. Everyday we see, interact and touch smart phones, laptops, headphones and cameras among others devices. We do need to know what they are, how it works and the function of everyone (or most of them) and knowing its different parts.



Task

In this task you will be working in groups of three people. Your first task is to surf on the internet and obtain as much information as possible about one technological device. You have to choose one device to investigate.

- Laptop
- Smartphone
- Tablet
- Pendrive
- Headphones
- Digital Camera
- Television
- Router
- Printer
- Projector

Task

Then, your group will create a poster in Adobe Photoshop (or other similar photo editor) showing the device, his creator, its purpose and how it helps us in our daily life.

Present the poster in front of the class explaining how the technological device works and how it makes our life easier than in the past.



Process - Class 1

Step 1

Work in groups of 3.

Step 2

Choose one of the ten electrical devices from the list.



Process - Class 1

Step 3

Surf on the internet. Look for the following information.

Name of the creator

Date of creation

How does it work. (Features)

Where is it used.

Look for images for the poster.



Process - Class2

Step 4

Prepare all the elements in order to create the poster in adobe Photoshop. Remember to use the correct tenses for each sentence on the poster.

Step 5

Organize the information for the oral presentation. Decide the main points to explain it to your classmates.

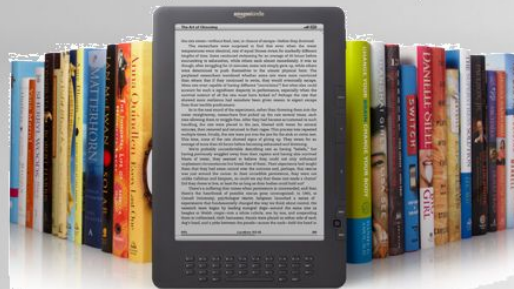
Process - Final Product

kindle

Kindle was created
in 2007 by Amazon.

Amazon Kindle
devices enable users
to browse, buy, download and read
e-books, newspapers, magazines and
other digital media.

People can use their Kindle wherever
they wanted to use it. At home, on the
street, in the bus, at work, at the
university, in the
bathroom, etc...



this is a good
example of the
final product of
this webquest.

Resources

<http://discovermagazine.com/topics/technology>

<https://www.technologyreview.com/magazine/2015/07/>

<http://www.pcmag.com/>

<http://educationaltechnology.net/educational-technology-magazines/>

To download the Adobe Photoshop program, visit:

<http://www.adobe.com/support/downloads/product.jsp?product=ps&platform=win>

<http://adobe-photoshop.softonic.com/descargar>

Evaluation

Your task will be evaluated as follows:

50% The final product (Poster)

25% The oral presentation

25% Self Co evaluation Checklist

Two rubrics will be used in your evaluation.

Evaluation

CATEGORY	6-5	4-3	2	1
Writing - Organization	Each section in the poster has a clear explanation of the device.	Almost all sections of the poster have a clear explanation of the device.	Most sections of the poster have a clear explanation of the device.	Less than half of the sections of the poster have a clear explanation of the device.
Writing - Grammar	There are no grammatical mistakes in the poster.	There are no grammatical mistakes in the poster after feedback from an adult.	There are 1-2 grammatical mistakes in the poster even after feedback from an adult.	There are several grammatical mistakes in the poster even after feedback from an adult.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the poster.	No more than 1 spelling error remains after one person other than the typist reads and corrects the poster.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the poster	Several spelling errors in the poster.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Evaluation

CATEGORY	5	4-3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

Checklist

https://docs.google.com/a/emingles.ucsc.cl/forms/d/1KpHF5wpmJ0T4WklyeAPDZtQwT8VWYVEr_m6efGhZOow/viewform