

This week's project: comic!

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- ENGLISH, CONTENT AREAS (MUSIC, HISTORY, ICT, BIOLOGY, ETC), VOCATIONAL EDUCATION
- 12-20 years old

PROJECT SUMMARY:

With this project we want to provide students with a tool that allows them to use English and either review, research, summarize and learn different contents in an engaging and amusing. The main challenge for students will be to integrate and develop their knowledge of the English language and the different areas into a piece of work. They become the protagonists of their own learning. The final outcome is easily shared online with teachers, language assistants and other classmates. Throughout the process of the comic creation students will engage more actively with both classmates and the language assistants, who could be very supportive in this kind of activities.

FINAL PRODUCT(S):

- A comic created by the students (preferably in groups) integrating language and content.

In this video tutorial <https://mediateca.educa.madrid.org/video/41gfmebxihjvguk8> we give instructions to access www.pixton.com to carry out the activity assigned by the teacher and we also show them a basic model and we include a quick note to other teachers or language assistants that may want to use this idea. The tutorial allows students to hear instructions repeated as many times as they need if it is uploaded into the class website or blog or if sent to students via e-mail.

ACTIVITIES:

- The teacher should sign up as a teacher at www.pixton.com and create a task for students related to the topic already covered in the class. In our sample comic, the music teacher asks students to research the antagonism between Mozart and Salieri.
- Students are asked to create a comic character that could act as a link between the characters or other roles such as the narrator of a given story, biography, etc. This character could be further used in other comics created along the year.
- Students will first access the tutorial (<https://mediateca.educa.madrid.org/video/41gfmebxihjvguk8>) and then access Pixton.
- Teachers will direct students to the appropriate websites and resources to carry out their research to complete the task.
- Language assistants will be given directions to guide students through the creation process. Their assistance will be very valuable in the text editing process.
- It would be wonderful if students could have support from their ICT teacher in coordination with the content or language teachers.

CONTENTS + COMPETENCES / SKILLS:

- This project is thought to be used by almost any content or language teacher so the contents covered may vary depending on the subject and aim of the task.
- Some of the competences developed include linguistic competence, digital competence, learning to learn, social competence, sense of initiative and cultural conscience and expression along "21st century skills" such as communication, creativity, collaboration and critical thinking.

RESOURCES NEEDED:

- Language Assistant, Teachers of various subjects working together if possible, computers, internet connection and the adequate software (PIXTON)

ASSESSMENT / EVALUATION:**RUBRIC****(Meant to be adapted to different subjects)**

CRITERIA	0-3	4-7	8-10	Total points and comments
Student follows the instructions given	rarely	sometimes	always	
Content matches the task's requirements	rarely	sometimes	always	
Language used is adequate to content and course's objectives	rarely	sometimes	always	

- Formative assessment is present throughout the whole task as teachers and assistants will be in a constant interaction with the students offering their help, assistance and feedback in each step.

[NOTE: This project outline assumes that the students will create an audiovisual product. It can be adapted if your project aims to create materials for students (e.g., "flipped classroom" instructional videos), or if you wish to create videos aimed at training/providing information to Teaching Assistants