

**Инфографика
как разновидность
динамического текста и
методика работы с ним на
уроке иностранного языка**

Начало вебинара: 15.30

Актуальность

Формирования глобальной информационной среды (Big Data) порождают новые способы «упаковки» информации, более компактные и удобные для быстрого восприятия и использования.

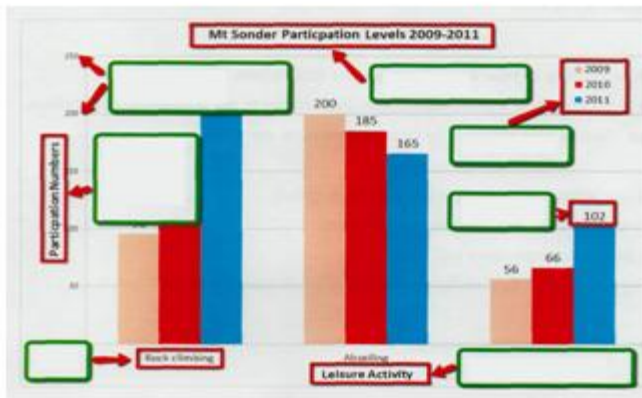


Мышление перестаёт быть нарративным (повествовательным, требующим вербального «объяснения нового материала», и освоением текстов) и становится инфографическим, наглядно-логическим, основанным на совместной работе обоих полушарий головного мозга.

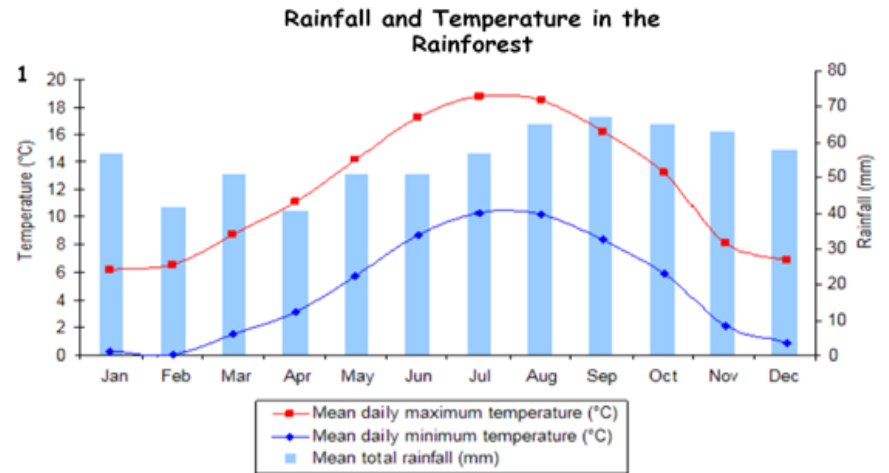
- Big Data - Управление большими объёмами данных одновременно
- обработка структурированных и неструктурированных данных различных объёмов и значительного многообразия для получения результатов.

information + graphic

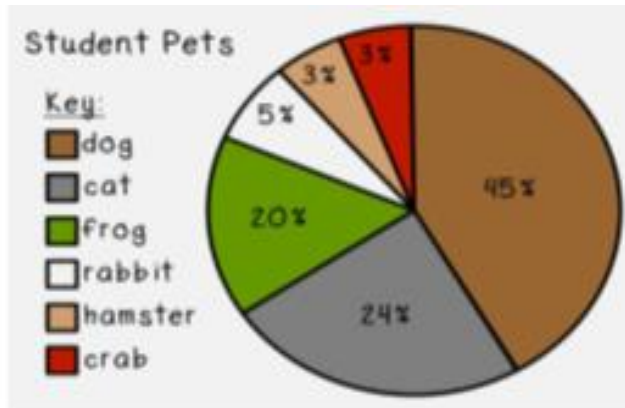




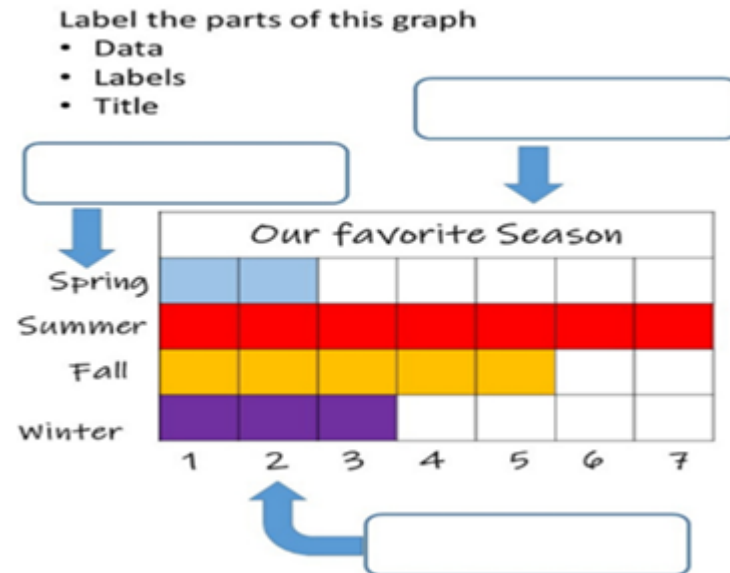
key y-axis bars x-axis title



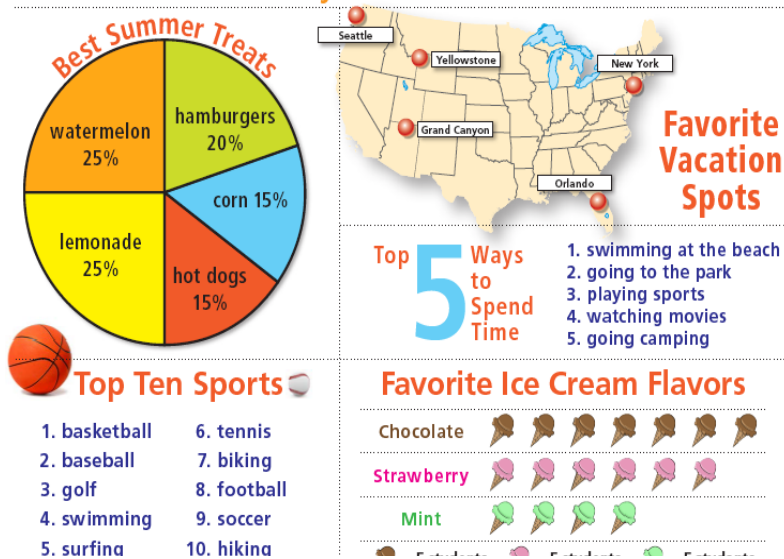
title items period key



sector title legend



Central Elementary Students' Summer Favorites



1. Explain to students that you are displaying an infographic

2. Point out that an infographic is a visual way to organize various types of information and data about a topic. Explain that an infographic is a collection of graphs, charts, lists, and pictures that summarizes different types of information about a single topic. Invite a few students to describe examples of infographics they have seen before and in what context the infographics appeared.

1. Explain to students that the title conveys the main idea of the infographic. Circle and read aloud the title of the infographic.
2. Point out that this infographic contains five different sets of information, each with its own title and different format.
3. Encourage students to make observations about the section ...
 - invite students to describe what they see in the section with the title
 - guide students to identify the title and topic of the pictograph (graph)
 - explain that a list is another format that makes information easy to see and understand
 - encourage students to explain how the list connects with the main idea of the infographic
 - ask a volunteer to identify the top two trends

Activities

- **Infographic Walk:** Present an infographic and ask students to explain what they see. What do each of the images (labels) refer to? Does the infographic remind them of any other images they have seen, and why?
- **Vocabulary work:** Extract key terms from a science diagram and place them on a word wall for vocabulary instruction
- **Main Idea and Details:** Ask students to identify the main idea of the infographic and then list details related to the main idea.
- **Label It:** Prepare copies of the infographic in which the labels have been removed. Challenge students to add labels to accurately complete the visual.
- **Ask and Answer Questions:** Have students write questions that can only be answered by studying and interpreting a particular infographic. Ask students to exchange papers and answer each other's questions.

Questions to view the infographic (graphic) analytically

- What elements work in the graphic?
- What are the key data points, are there drastic changes in the data?
- What data seems to be surprising or unusual?
- Does the graphic seem to show an obvious narrative? Is it contrarian?
- What is useful about putting information in this format?
- Why would this be better than just showing the formulas or using just a bar graph?
- What different pieces of information are included on this poster?
- What information was included in this poster that allows non-science people to understand the content?

- Look at these examples and identify what you like/don't like about each one.
- How are colors used differently in each one? Are some colors more powerful than others?
- How are objects displayed on each one? Do sizes of the objects matter in showing the intended information?
- How could colors, sizes, and kinds of objects be used to mislead people away from the data?
- What is the purpose of the visuals (charts, maps, drawings, etc) in this document?
- Is the text important to understand this infographic? Why?

- What is the purpose of the visuals (charts, maps, drawings, etc) in this document?
- Is the text important for me to understand this infographic? Why?
- How can I evaluate this infographic? What does it do well? Where could it be improved?
- What information am I learning thanks to this infographic?
- Is this infographic helping me learn? How? Why?
- Make notes about what you notice and like/don't like about the infographics.

Questions to reflect on the infographic

- How can we evaluate this infographic? What does it do well? Where could it be improved?
- What information are we learning thanks to this infographic?
- Is this infographic helping us learn? How? Why?

- **Writing/Speaking:** Write an abstract about what it is about (two or three sentences that highlights the purpose of the infographic).
- Have students find infographic in newspapers, magazines, and other media Then ask students to report to the class on those they found.
 - **Project work :** Invite students to create an infographic related to something in their home. (For example, a can opener or a system model to explain how laundry is done).

Instructions

- Write a short and expressive headline. Use numbers, adjectives and key words to draw readers' interest.
- Structure your infographic. It must have a good introduction, section subheadings covering different topics and key images. If necessary, you can also insert chart and graph labels.
- Don't overload the text. Remember that infographic is a visual aid and you can't use more words than images. There should always be balance not to bore your kids.
- Proofread the text. This is even more important than just writing. Try to delete unnecessary words from the text and leave only the most important ones.

Infographic-based project lesson

Step 1: Brainstorm topics. What kind of information would you like to know about your classmates as a whole? Some ideas that you might consider:

- Pets
- After school activities
- Time spent after school
- Lunch
- Favorite vacations
- Favorite video games
- Goals for school

Step 2: Choose a topic and expand it with questions.

Use the 5 Hs and 1 W to help you get started with your questions.

Step 3 Analyze Your Data

Step 4 Thinking about Graphs

Step 5 Creating the Infographic

Step 6 Assessment

Now that you have some ideas, look at the infographic

Notice how the author broke up the page. What captures your attention?

Use the template below to sketch out how you will create your infographic. How do you want to capture your reader's attention? What do you want your audience to learn?

You need a headline .
What do you want to say?

How will you divide up
this space?

What do you want your reader to
learn from your infographic?

Follow this checklist as you create. Write your answers in the column on the right.

I have a title. It is clear what my infographic is about.	My title:	
I have a variety of ways I've shared my data.	The ways I've shared it:	
My infographic is clear and easy to read.	I think it's easy to read because	
	My data is easy to understand.	I think my data is easy to understand because
	My infographic teaches my audience something.	This is what I want my audience to learn:
	The part I like best is	

Assessment

<i>Your title is clear. I know what your infographic is about.</i>	
<i>You have shared your data in a variety of ways.</i>	
<i>Your infographic is clear and easy to read.</i>	
<i>Your data is easy to understand.</i>	
<i>Your infographic teaches my audience something.</i>	
<i>The part I like best is</i>	

Requirements: Create an eye-catching, colorful, neat infographic to communicate information with a minimum of:

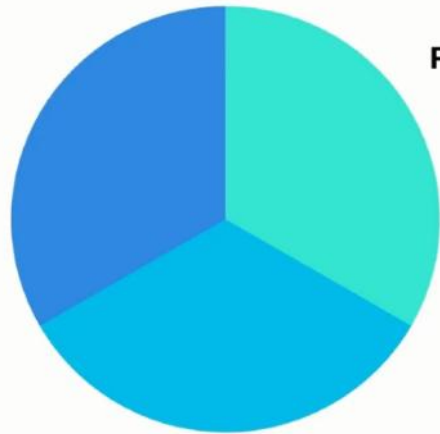
- ▶ a main title for the infographic
- ▶ eye catching section headings
- ▶ a minimum of 3 colors
- ▶ a minimum of 1 graph/chart
- ▶ a minimum of 4 graphics
- ▶ 10 facts total on the infographic
- ▶ non-fiction text analyzing and summarizing the information
- ▶ 3 blocks of information
- ▶ your name

Criteria	4	3	2	1
Visual	<p>Information is enhanced through use of space, lettering, and coloring.</p> <ul style="list-style-type: none"> ▪ 3 + colors ▪ main title ▪ headings 	Sufficiently communicates information through space, lettering, and color.	Uses space, lettering, and color that <u>confuses</u> information or does not clearly or accurately communicate.	Missing visual requirements to communicate information.
Graphics	<p>Information is enhanced through use of graphics design. Includes a minimum of 4 graphics.</p>	Infographic includes graphic design in communication of material. Includes a minimum of 4 graphics.	The requirement of four graphics was not met OR the graphics were not clearly relevant to the topic.	The infographic does not contain graphics OR contains graphics that are unrelated to the topic.
Data	<p>Infographic includes consistently accurate data . Includes a minimum of 1 graph or chart to communicate data.</p>	Infographic includes generally accurate data.	Infographic includes inaccurate or incomplete accurate data .	Infographic does not include data required or includes false data.

Content Information	<p>Infographic includes accurate and carefully chosen facts.</p> <ul style="list-style-type: none"> • 10 facts • 3 blocks (approximately 1 page) of info <p>Also includes non-fiction text analyzing and summarizing information that demonstrates clear understanding of content.</p>	<p>Infographic includes accurate and carefully chosen facts. Also includes non-fiction text analyzing and summarizing information that demonstrates understanding of content.</p>	<p>Infographic includes inaccurate or incomplete accurate data . Also includes non-fiction text analyzing and summarizing information that demonstrates limited understanding of content.</p>	<p>Infographic does not include data required or includes false data. Missing non-fiction text analyzing/summarizing information or text does not demonstrate understanding.</p>
Content Information	<p>Demonstrates effective grammar, mechanics, spelling, usage, and sentence formation with no errors.</p>	<p>Demonstrates effective grammar, mechanics, spelling, usage, and sentence formation with no errors.</p>	<p>Infographic includes inaccurate or incomplete accurate data .</p>	<p>Infographic does not include data required or includes false data.</p>

Meaning

Form



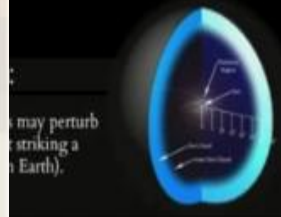
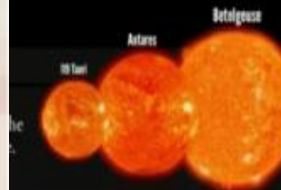
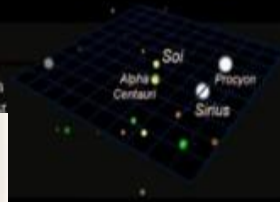
Context

Timeline of The Future:

36,000 YEARS:

The Sun Gets a New Neighbor:

Ross 248 (a small, neighboring dwarf star) passes within 1024 light-years of Earth, becoming the Sun's nearest



HOW EINSTEIN STARTED

by Anna Vital

The Life of The Founder of Relativity



Eat breakfast

7:40

Wake Up

7:30

Ride the Bus

8:15

Grab a Coffee

9:00

Begin Work

9:10

REASONS WHY YOU SHOULD LEARN A Second Language

GRASP BETTER KNOWLEDGE OF CULTURAL DIVERSITY

Learning the language is also understanding the culture more deeply, and making a comparison with your own culture.

INCREASE YOUR BRAINPOWER

Based on studies, learning another language increases brain power and offers proven benefits for intelligence, memory, and concentration. It can also prevent the development of Alzheimer's and Dementia.

INCREASE YOUR VOCABULARY IMPROVEMENT

The study of another language improves the knowledge of one's native tongue and increase vocabulary skills.

BOOST YOUR CONFIDENCE

The positive feedback from native speakers will motivate you and boost your ego; plus you can impress people and get plenty of compliments with your unique communication skill.

GLOBAL EMPLOYMENT & BETTER JOB OPPORTUNITIES

It improves global employability, and based on statistics, jobs that require bilingual skills have better employment rates.

MAKE YOUR TRAVEL MORE ENJOYABLE

Knowing how to communicate with a country's locals using their own language results in warm smiles and invitation to drink or celebrate.

USE IT AS A TOOL FOR PRIVACY OR SECRET COMMUNICATION

Speaking in a foreign language can be a

GRAMMAR CHECKLIST



IS IT PRESENT, PAST OR
FUTURE?



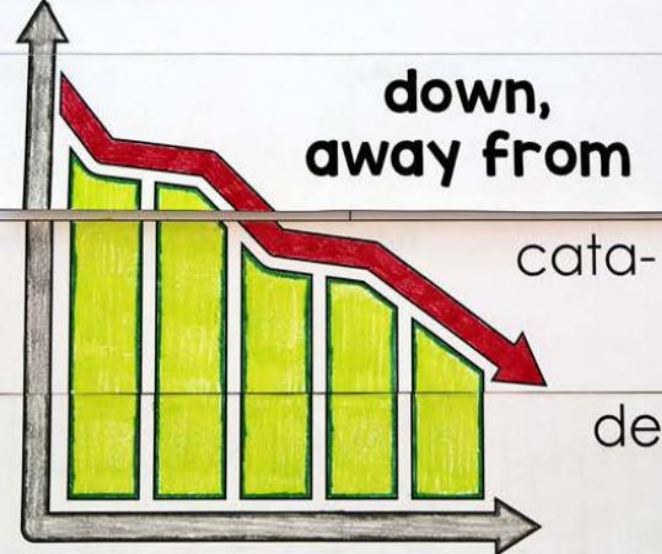
IS IT A PROCESS, A RESULT OR
A FACT?



IS THE TIME PERIOD
SPECIFIED?



ARE THERE ANY CLUES IN THE
SENTENCE/TEXT?



States of Being: Part I

Suffixes That Form Nouns

amendment resentment

-ment

"the state of, the quality of"

weariness restlessness

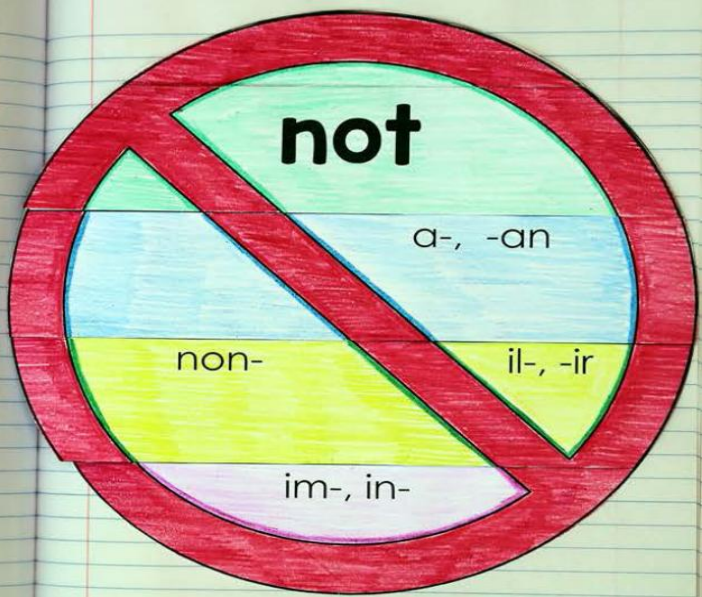
-ness

"the state of"

verification purification

-ion

"the state of, the act of"

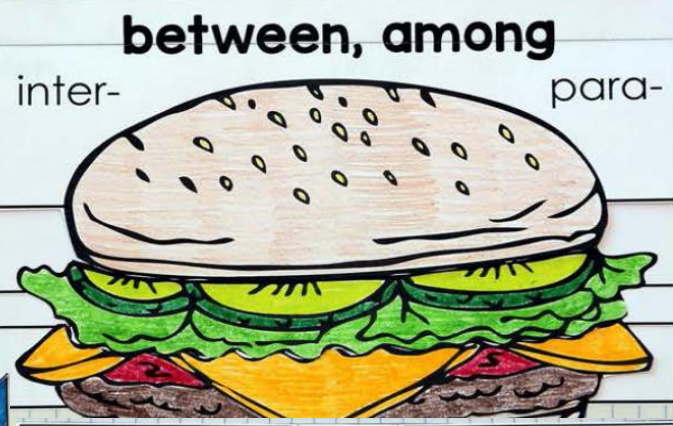
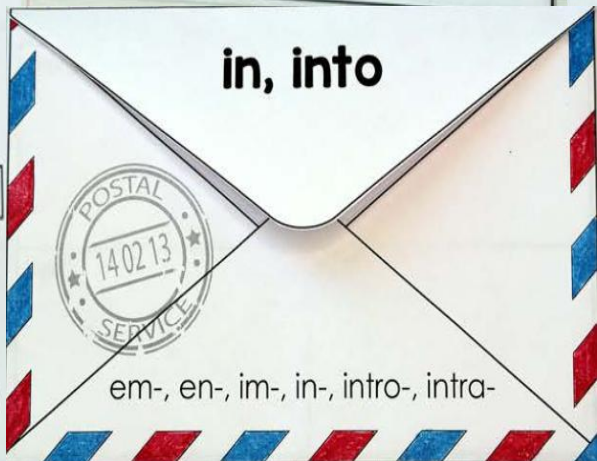
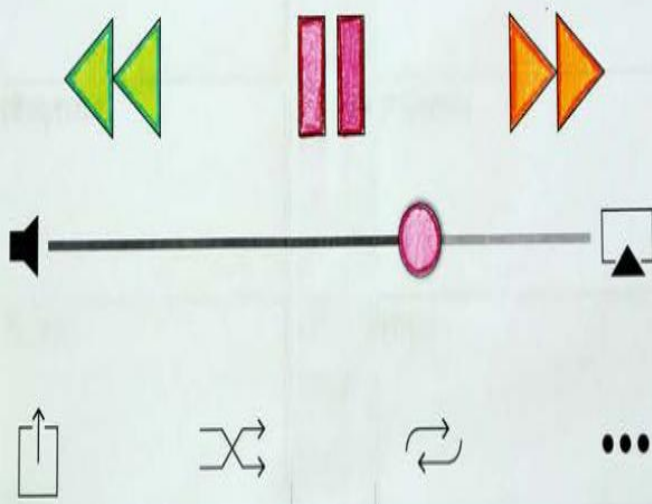


RETRO-

backwards

PRO-

forward, before



-ar

-or

-er

-ist

People
Suffixes That Form Nouns

CER = Claim + Evidence + Reasoning

Answer questions like an expert by providing your claim, evidence and reasoning.



Claim

Your answer drawn from your observations



Evidence

Information from a reliable source/text



Reasoning

Your explanation of how evidence supports claim

How to Use CER

I: Claim

State a direct response to the question/prompt.

Helpful Hints:

Use key words and ideas provided in the question or prompt as you write your claim.

Avoid using openings such as 'I think' or 'I believe'.

II: Evidence

Provide reliable information that supports the claim.

Helpful Hints:

Here are suggested sentence starters:
In the text...

The text states...

According to the passage...

One example from the text...

The author states...

One piece of evidence is...

III: Reasoning

Explain how the evidence supports the claim.

Helpful Hints:

This portion must offer new insight, analysis, acknowledgement of connections between ideas, etc.

Here is a suggested sentence starter:
Based on this evidence, we must conclude (rephrase your claim) because (your analysis).

BUILDING AN ARGUMENT

MAIN IDEA
Here's what I think...

Evidence to back up my reasons

Here are my REASONS!

1. _____

2. _____

3. _____

COUNTER ARGUMENTS
You COULD argue that...

...but here's the WEAKNESS...

PRO **CON**
Strong Finish!

Ресурсы

- [Piktochart.com](https://piktochart.com)
- [Visme.co](https://visme.co)
- [Easel.ly](https://easel.ly)
- [Visualize.me](https://visualize.me)
- [Canva.com](https://canva.com)
- [Infogram.com](https://infogram.com)

Использование инфографики помогает учителю иностранного языка решить задачи:

- обеспечения **персонализации** образовательного процесса;
- расширение возможностей для индивидуальных и командных **форм организации** учебной деятельности;
- **вовлечения** каждого обучающегося в активную деятельность;
- поддержания устойчивой учебной **мотивации** у различных групп обучающихся за счёт создания повторяющихся ситуаций успеха в обучении;
- обеспечения **усвоения** заданных образовательных результатов;
- обеспечения **интеграция** теоретического и практического обучения;
- обеспечения **одновременности** разных видов деятельности обучающихся класса;

Спасибо за внимание!