

MAGICCLASSES



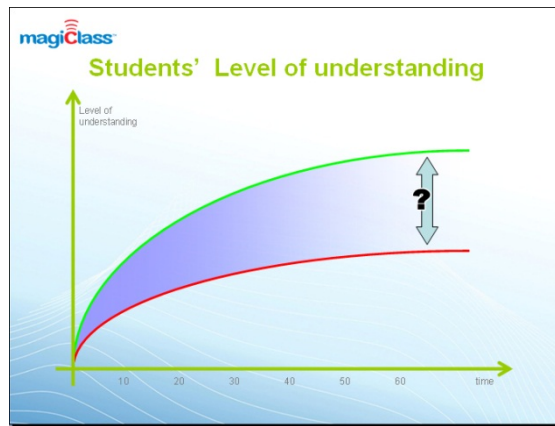
Navigate the lesson to
success!



www.magiClass.com

magiClass is the magic solution for the following studying obstacles

Understanding gaps

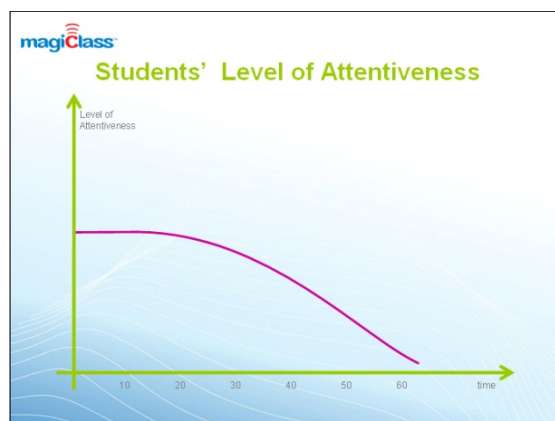


There are no two students alike in a classroom. Each student has his own learning pace, his own way of understanding and his own starting points.

Even if two students begin the lesson at the same level of knowledge and understanding, a gap in their understanding the new material will be created during the lesson.

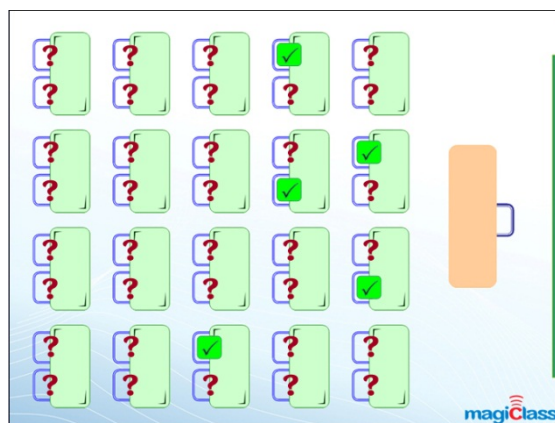
Inattention

Researches prove that the students' level of attentiveness drops sharply 20 minutes into the lesson.



Consequently, the student's ability to grasp and understand new material is dramatically impaired.

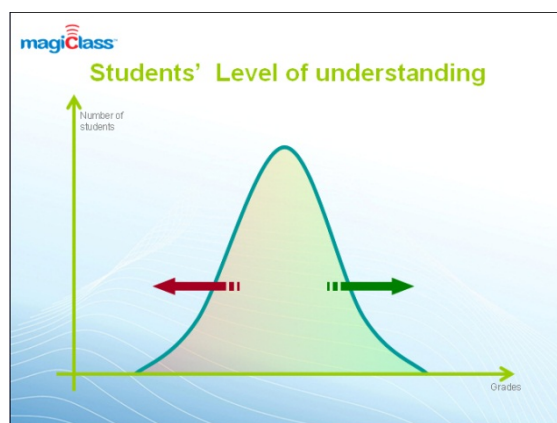
Students are left behind



Usually, the teacher knows the five most attentive students that understand the lesson, and the five students that do not listen and/or do not understand the material.

But for most of the students, the teacher has no way of knowing their level of understanding, and he cannot follow their progress.

Knowledge gaps



The normal distribution of the level of knowledge in the classroom dictates that most students have an average level of knowledge.

However, in the teaching methods today, when the teacher addresses a question to the classroom, he is actually addressing a handful of students that keep up with the lesson, while the rest of the students are left behind.

The teacher, unconsciously, expands the knowledge and understanding gaps between the students and commemorates the natural differences existing between the students.

The Solution – The magiClass Method



The magiClass system works inside the regular classroom and allows integrating interactive questions in central junctions of the lesson.

These questions check the students' level of understanding the material and stimulate them to participate in the lesson and improve their way of thinking.

Every student receives a personal clicker that allows him to answer the presented questions on the board. The students' answers are presented on a distribution graph that shows the students' level of understanding.



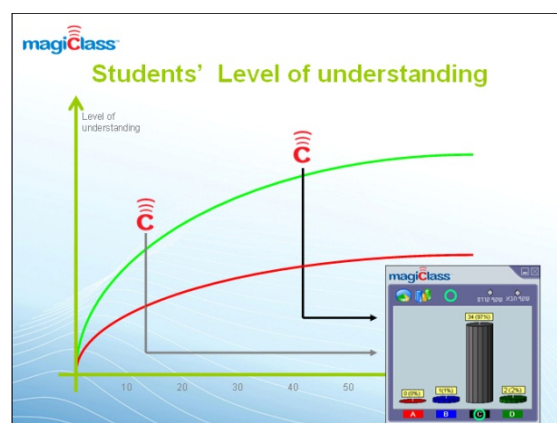
MC1 – Ultimate Remote Clicker



MC20 – Data Collecting Unit

No student is left behind!

Reducing knowledge gaps



By integrating interactive questions in his lesson, the teacher receives an immediate feedback from all students.

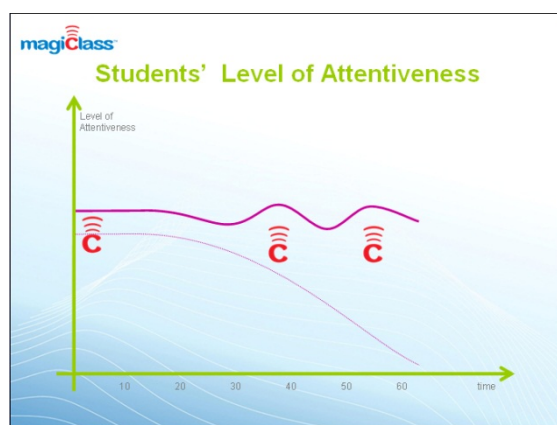
This feedback provides the teacher with a real present situation of the students and allows him to deal quickly and correctly with the needs of each student.

Struggling students receive immediate reinforcement regarding the material and can attain the understanding gaps between them and the rest of the class. Thus, the teacher can centralize all the resources in his possession to where they are most needed, which allows him to efficiently use the duration of the lesson.

The teacher can also integrate review questions to start a debate in the classroom. A lesson taught with the magiClass system is an interactive lesson which turns the learning process from passive and unidirectional to active and bi-directional.

Increased level of attentiveness

Combining an interactive question during the lesson (using the magiClass system) raises the students' level of attentiveness and keeps it during the lesson.



The teacher can integrate stimulating questions at the beginning of the lesson to trigger the students' thoughts about the material.

Lesson report

In the automatic mapping that is produced for each lesson by the magiClass system, every student receives a personal participation grade that only the teacher can see.



Student / Q	Fry	Learn	Fish	Eat	Go	MCT		
1) Tracy Kimberly	B	E	C	E +	E	C	0	8%
2) Walter Lawrence	C +	B +	A +	B +	B	A +	4	80%
3) Marshall Lee	B	D	C	D +	D	A +	1	20%
4) Margaret Lewis	C +	C	A +	C +	C +	A +	4	80%
5) Thomas Mackenzie	A	C	D	C +	C +	A +	2	40%
6) James O'Brien	C +	B +	C	B +	B	A +	3	60%
7) Levan Patterson	C +	B +	B	B +	B	A +	3	60%
8) Karen Penty	B	D	A +	D +	D	A +	2	40%
9) Felipe Ramirez	C +	C	D	C +	C +	A +	3	60%
10) Hector Ramos	A	C	A +	C +	C +	A +	3	60%
11) Sally Wilson	C +	B +	A +	B +	B	A +	4	80%
	B	4	5	0	4	B		

The mapping shows the data in sections for each question and for each student, and allows the teacher to identify the strength and difficulty points of each student and of the whole class.

magiClass success kit

magiClass created a content kit with full lesson plans in mathematics for primary schools, in order for the teachers to start working with the system as quickly and easily as possible.

The lessons plans are provided to each one of the schools as an integral part of the magiClass system.

The teaching order is determined out of the aspiration to create a methodical, organized and structured system with the maximal adjustment to the requirements of the Ministry of Education while covering all the curriculum required learning subjects.

The lessons are built as independent units, where each lesson covers a subject.

The lessons are based on PowerPoint presentations projected to the students, and they include many trigger and exercise questions, which the students are answering using their personal clickers.

The PowerPoint presentation lessons do not replace the conventional teaching method, where the student is required to solve open exercises and not answer only multiple-choice questions. The PowerPoint presentation lessons are supposed to blend between the regular lessons (with the standard text books) as an additional layer of exercise. This is the reason why the number of lessons is half the number of hours allotted to the learning subject.

All students answer the questions at once.



Referring to the answers' distribution graph

After all students answered the question, or when the time allotted is done, the answers' distribution graph is displayed on the board. This graph allows the teacher to identify the students' level of understanding and, if necessary, expand the explanation.

If the distribution graph shows different opinions about the correct answer, the teacher can ask the students to explain their answers and request each student to explain his choice of answer to the student sitting next to him. In this way, the students will better understand the correct or incorrect answer they've chosen.

Later on, the teacher can again ask the same question and see (in most cases) that more students answered correctly.

Mapping the lesson and referring the lesson report

The students' answers are accumulated in a file that allows analyzing the participation and understanding of each student, and the whole class understanding regarding every question presented in the lesson.

The mapping allows the teacher to identify the struggling students and the difficult subjects.

The mapping can help a teacher who teaches a new class at the beginning of the school year to efficiently identify his students' basic knowledge. He can edit a lesson or two to examine their knowledge from previous years and check if he needs to repeat some of the foundations.

A standard basic lesson

- Study chapter that begins with a stimulation question that the students need to answer.
- Displaying the theoretical background and explaining the material.
- Additional exercises.
- Homework.
- The next lesson – opening the lesson with a number of questions that check if the students prepared their homework and understood it.

Lessons structure

Each lesson includes theoretical materials alongside interactive practice questions.

Every lesson plan is divided into sections and each section starts with a triggering question for creating attentiveness followed by theory explanation and ends with exercise questions for increasing comprehension.

During the lesson, a variety of multiple-choice questions are embedded in the major junctions of the learning process, to analyze the level of student understanding, and to ensure that all students are involved in the study material before proceeding further.

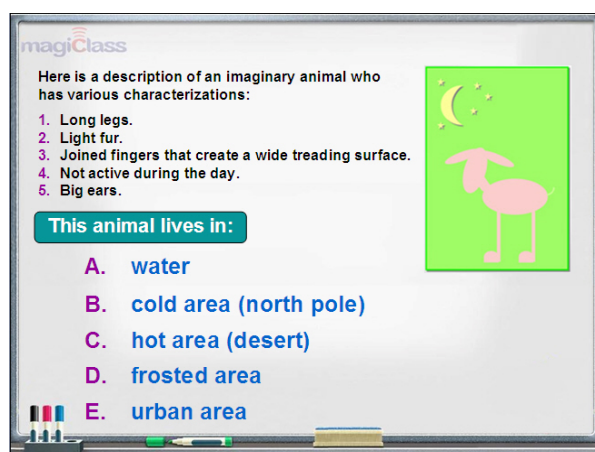
This way of study dramatically closes the knowledge gaps between the students and gradually improves class achievement.

Interactive lesson – examples of variety of questions

There are a number of central junctions during a lesson where the teacher can plant questions for the students. Here are some types of questions and a short explanation on how to use each question correctly.

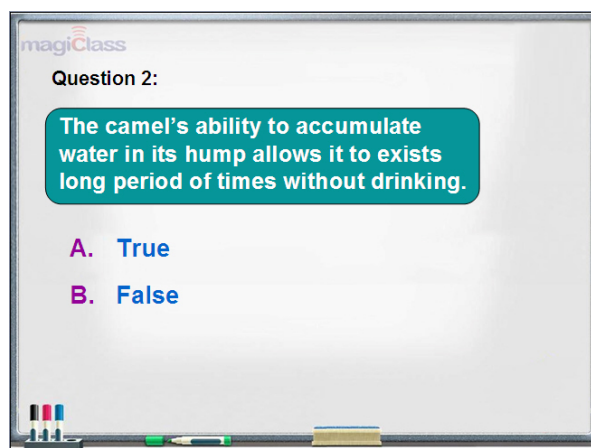
New subject questions:

The goals of these questions are to develop independent thinking about the subject being studied. The subject can be introduced through the question and trigger an active discussion in the classroom.

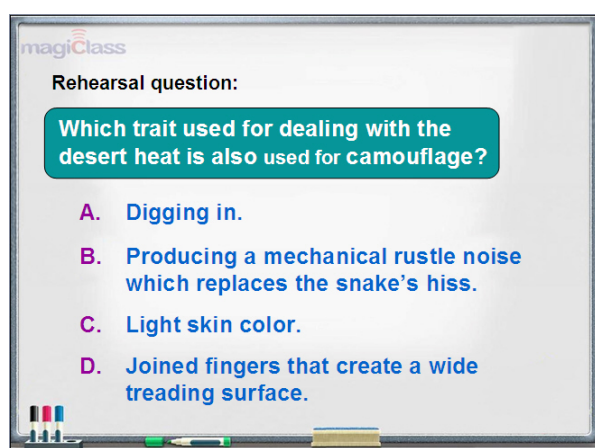


A question to emphasize a rule or common mistake:

This type of question can help the teacher gather the students' attentiveness towards a certain focal point in the lesson.



Rehearsal question:

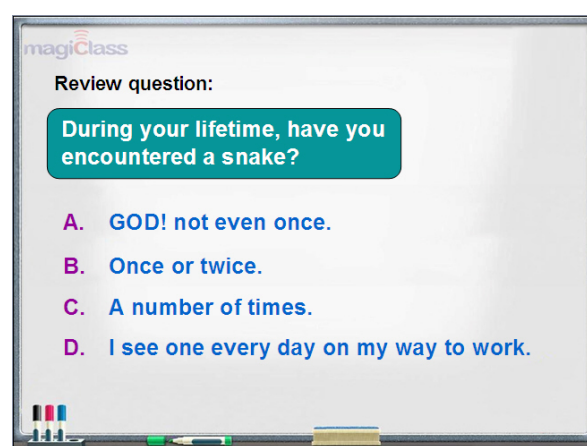


This type of question relates to a concept of a subject studied before, and checks if the students remember and know the subject. The answers help the teacher to learn why the student answered incorrectly. For example, if the student chose answer A, it means that he has a problem understanding the concept of **camouflage** and this subject should

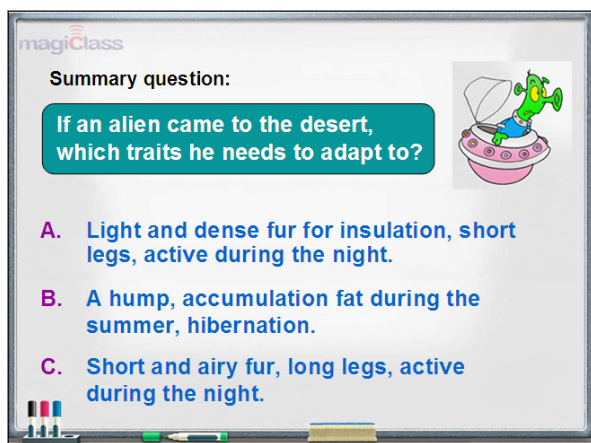
be taught again.

Review question:

This type of question does not have a correct answer. It allows seeing the students' opinions, views and attitudes regarding a certain subject, and creates a discussion on the subject.



Summary question:



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Summary question:

If an alien came to the desert, which traits he needs to adapt to?

A. Light and dense fur for insulation, short legs, active during the night.

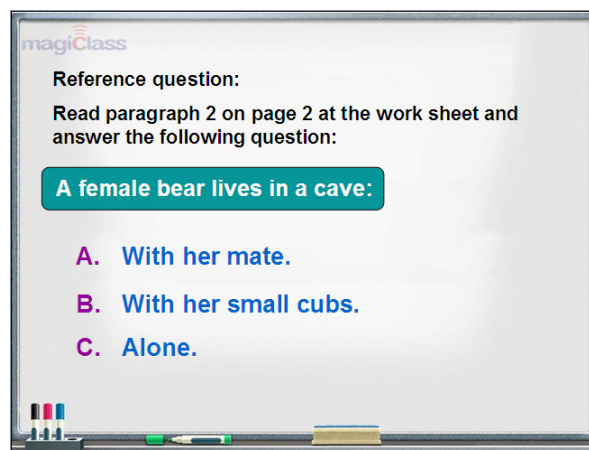
B. A hump, accumulation fat during the summer, hibernation.

C. Short and airy fur, long legs, active during the night.

This type of question summarizes one or more subjects that were taught during a lesson. It checks the students' level of understanding and the integration between the subjects.

Reference question:

This type of question refers the students to a page or a paragraph in a text book or a work sheet. The purpose of the question is to make sure that the students indeed opened the correct page and read the correct paragraph. Usually, the difficult level of the question is low.



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Reference question:

Read paragraph 2 on page 2 at the work sheet and answer the following question:

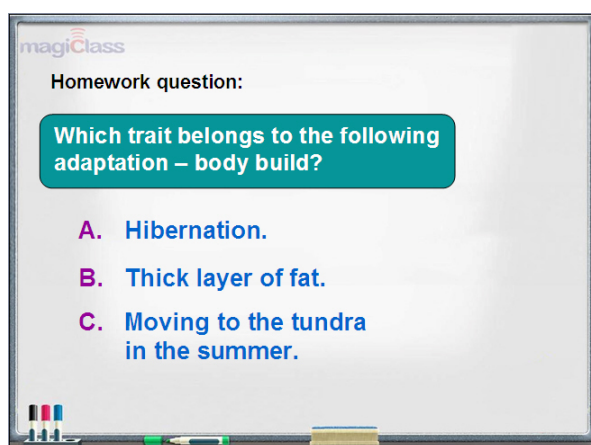
A female bear lives in a cave:

A. With her mate.

B. With her small cubs.

C. Alone.

Homework question:



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Homework question:

Which trait belongs to the following adaptation – body build?

A. Hibernation.

B. Thick layer of fat.

C. Moving to the tundra in the summer.

The aim of this type of question is to check the students' homework and their level of understanding. The teacher can integrate a number of questions which create a connection between the previous lesson and the present one. Moreover, these questions enable focusing on and repeating difficult subjects.