

## Title

Communicate and Collaborate Online

## Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

## Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary, middle, or high school educational content.

## Course Description

The Internet allows individuals and groups to communicate and collaborate in ways never before possible. Through tools such as Wikis, blogs, and social networking and media sites, as well as e-mail, discussion boards, and video conferencing, the possibilities for creating meaningful educational experiences are boundless. In this course, you will learn about today’s student and today’s technologies; ways to develop and participate in educational learning networks; and methods for finding, creating, and participating in classroom online collaborative projects. For your final assignment, you create an online collaborative project plan and then implement the plan in your classroom or with a group of students. You will also participate in your own learning network by posting your experiences in an educational blog.

## Instructor/Facilitator

See instructor/facilitator sheet.

## Credits

To be determined by college or university.

## Goals

Participants in this course will learn the basics of learning through communicating and collaborating. They will learn about new Web 2.0 technologies and how they can be integrated into the classroom environment to support communication and collaboration. They will learn how technology and Web environments can support or enhance online learning. In addition, they will explore what online learning communities can do for both classroom and professional development purposes. Finally, they will be able to describe and develop student use of online communication and collaboration tools.



By the end of this course, learners will:

- Know about the teaching strategies and tools used to successfully communicate and collaborate online.
- Understand how online learning communities can be incorporated into teaching practice and used for professional development.
- Use technology tools to support teacher and student communication and collaboration.
- Develop and implement a plan for successful use of online learning communities and/or online collaborative projects in the classroom.

**Outline of Content and Assignments**

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners will develop and implement a collaborative online project to complement a curriculum unit they are currently using with students. Then, after implementing the lesson in the classroom or with a group of students, learners will reflect on the development of the online collaborative project and the process of implementing this lesson in the classroom. This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. This course specifically addresses the following ISTE NETS\*T: I – A, B, C, D; II – A, C; III – A, B; IV – D; and V – A, C, D (more details at <http://www.iste.org/AM/Template.cfm?Section=NETS>)

Visit [cnets.iste.org](http://cnets.iste.org) for a full list of the ISTE's Educational Technology Standards and Performance Indicators for All Teachers and more information about these standards.

**Session 1: The New Web**

The Internet has changed. The new Web, or Web 2.0, has created opportunities for individuals and groups of people to work, share, discuss, and collaborate like never before. Students have also changed. Many are coming to school with a new set of skills – as experienced Internet users, communicators, and publishers, with some being a lot more techno-savvy than their teachers and parents.

This session will explore what Web 2.0 is, analyze the skills that students are bringing with them to the classroom, and then examine the characteristics of successful online learning communities and the Web 2.0 communication tools that enable meaningful online communication and collaboration.

Learners will:

- Define their professional goals and expectations for this course in the online journal.
- Explain their prior knowledge about communicating and collaborating online.
- Determine how Web 2.0 tools for collaboration and communication could be integrated into the classroom curriculum and the reasons for doing so.
- Analyze skills that students bring to the classroom, what they need to do to assess their skills, and the impact that 21<sup>st</sup> century skills have on education and learning.



- Explain how the elements of a successful online learning community can be applied to this course and how the uses of Web 2.0 tools and technologies can impact the success of online learning communities.

**Read**

- “E-learning 2.0 - How Web Technologies are Shaping Education”
- “New Skills for a New Century: Students Thrive on Cooperation and Problem Solving”
- “Who Are Today’s Learners?”
- “No Limits”
- “Seven Steps to Successful Online Learning Communities”

**Participate in an online discussion**

- Introduce themselves to other learners in a “Get to Know Each Other” forum.
- Discuss how elements of successful online learning communities apply to this course.

**View video**

- “The Machine Is Us/ing Us”
- “Sands of the World, Part I.”

**Write in online journal**

- Reflect on expectations for the course.
- Reflect on prior experiences using online communication and collaboration tools and activities.
- Reflect on ways Web 2.0 tools and concepts can be integrated in the classroom, along with the challenges, in order to develop communication and collaboration skills.
- Reflect on students’ skills in critical thinking, communication, and collaboration; the 21<sup>st</sup> century skills students bring with them to the classroom; and what the impact is on education and learning.

**Complete activity**

- Sign up to use a free social bookmarking site and begin populating the page with bookmarks.

**Session 2: Tools for Learning Communities**

The ways we can communicate and work together have been enhanced dramatically by technology. The tools available now include simple and easy Web media publishing and authoring tools, which allow teachers to create participatory read/write Internet experiences for students that aren’t cumbersome and technologically difficult to manage. Through the use of the Web, communication and collaboration can be efficient, immediate, practical, and engaging. In this session, learners will first look at what learning networks for educators are and analyze several educator blog communities focused on creating connections. Then they will examine how various tools can support classroom collaboration, and have the opportunity to further explore and read about the use of blogs, Wikis, and media sharing sites with students.

**Learners will:**

- Investigate two online learning communities and identify how they can contribute to their professional development.
- Analyze and debate the educational value of online collaborative projects for their students.

## Read

- “Professional Development Through Learning Communities.”
- “My Personal Learning Network”
- “Grow Your Own Personal Learning Network”
- “Online Communication Tools.”
- “Writing with Weblogs: Reinventing Student Journals”
- “A Space for ‘Writing without Writing’”
- “Using a Wiki to Promote Educational Blogging”
- “Wiki Nation”
- “Communication and Collaboration 2.0”
- “Online Interactivity for Educators: A Teacher’s Tour of YouTube”
- Teachers Tap Video-“Sharing in the Classroom”
- “Making Connections: Communicating Online.”

## Complete activity

- At Kathy Shrock’s Ed Tech Blog Picks, select two online learning communities and review them

## Write in online journal

- Reflect on the investigation of two online learning communities and identify how they can contribute to educator professional development.

## View videos

- “Students Using E-mail”
- “Video Conferencing”
- “Webloggs”

## Participate in an online discussion

- Debate whether involving students in online collaborative projects takes time away from preparing for high-stakes tests or helps prepare for them.

## Session 3: Classroom Integration

There are many issues and concerns surrounding student use of the Internet. Students need to learn how to be safe on the net, which includes the information they post online and share with others, as well as learning proper etiquette. Cyberbullying, a crime of the 21<sup>st</sup> century, is another serious issue they face – whether as perpetrators or victims. There are many resources now available to help educators teach students about being safe digital citizens.

## Learners will:

- Analyze their school policies and determine how students should be instructed in Internet safety.
- Create a list of criteria they will use in order to evaluate Web sites for collaborative projects.
- Evaluate an online collaborative project.
- Assess student reactions and consider any obstacles they may face in using online collaborative projects in their classroom.

## Read

- “Safety Tips for Teens and Tweens”
- “Safety and Social Networking”



- “Know the Dangers: Think Before You Post”
- “Evaluating Web Pages: Techniques to Apply and Questions to Ask”
- Kathy Schrock’s Guide for Educators: Critical Evaluation Surveys
- “We Now Join Collaborative Projects in Progress”
- “Educators are Going Global”
- “Classroom Implementation”
- “A Sampler of International Web Projects”

Write in online journal

- Analyze school policies and determine how students should be instructed in Internet safety.
- Reflect on criteria to use in evaluating Web sites for online collaborative projects.

Complete assignments and activities

- Classroom Environment Interactive
- Share social bookmarking list and write about the professional and educational benefits to using this tool.

Participate in an online discussion

- Evaluate an online collaborative project and discuss benefits and obstacles to using the project.

#### Session 4: Effective Collaboration

There are numerous high-quality online collaborative projects teachers join in which students take on tasks such as working in teams, solving complex problems, presenting, and creating. Joining an existing project, however, does not guarantee success. In this session, learners will look at some strategies for increasing the effectiveness of collaborative work and think about how they can incorporate those strategies into their final project. They will also post their online collaborative project to the discussion forum for peer review.

Learners will:

- Identify strategies important to incorporate into online collaborative projects.
- Identify the standards their online collaborative project will address.
- Evaluate strategies for assessing the outcomes of their online collaborative projects.
- Create a draft of an online collaborative project plan and share it in the discussion forum.
- Assess and provide feedback on two online collaborative projects.

Read

- “Collaborative Classrooms”
- “Rubrics for Web Lessons”

View video

- “Sands of the World: Part II”
- “Passport to Knowledge: Standards”
- “Passport to Knowledge: Assessment”

Participate in an online discussion

- Discuss strategies important to incorporate into online collaborative projects in order to help meet teaching goals.

Write in online journal



- Reflect on the standards, assessment strategies, and outcomes for the Online Collaborative Project.

Complete assignments

- Create first draft of Online Collaborative Project Plan and post to discussion forum
- Complete peer review for two Online Collaborative Project Plans

Session 5: Successful Implementation

In this session, learners will look at how to make sure that their collaborative projects are successful. They will look at why collaborative projects sometimes fail in spite of all the planning and research that goes into them, review and write about successful classroom projects and scenarios, and then implement and submit their Online Collaborative Project Plans.

Learners will:

- Assess the potential for success of their online collaborative project and identify ways to overcome any challenges.
- Review a case scenario of the successful use of online communication and collaboration and identify ways to make that a reality in their classroom.
- Revise their online collaborative project.

Read

- “Taboo Topic No Longer”
- NETS Implementation: Communication and Collaboration
- “A Day in the Life of Web 2.0”

Complete assignments and activities

- Explore “Which Project?” interactive
- Implement the Online Collaborative Project Plan in a classroom or with a group of students
- Review, revise, and submit the Online Collaborative Project Plan

Write in online journal

- Reflect on potential problems and proposed solutions for online collaborative projects.

Participate in an online discussion

- After reviewing a case scenario of the successful use of online communication and collaboration, identify ways to make it a reality in the classroom.

Session 6: Communicating and Connecting Online

This final session will provide learners with the opportunity to pull together all the concepts they learned during the course through the completion of their final projects.

Learners will:

- Evaluate the experience of implementing their final projects.
- Identify ways to meet the needs of today’s students.
- Participate in an educator learning community by posting to an educational blog.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge.

- Analyze the learning experience in this course by reflecting on their professional goals and expectations.

#### Complete assignments

- Write and submit a reflection paper on the experience of implementing the Online Collaborative Project.
- Create and post an entry for an educational blog

#### View video

- “A Vision of Students Today”

#### Participate in an online discussion

- Identify the ways to meet the needs of digital students today.

#### Write in online journal

- Reflect on acquired knowledge.
- Reflect on professional goals and expectations.

### **Schedule**

It will take about 30 hours to complete this course. Each session should take approximately 4-5 hours.

### **Requirements**

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

### **Materials (hardware, software, plug-ins)**

#### **Technical Requirements**

- Word processor
- Internet service provider
- E-mail

### **Academic Dishonesty Policy**

To be inserted by university institution only

### **Evaluation**



This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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