



Intel® Teach Program

Essentials Online Course

Module 3

May 2008

Module 3: Making Connections

Overview

Facilitator Corner

Welcome to Module 3: Making Connections! This module is about guiding your students to use the Internet to its fullest potential in responsible and productive ways. You explore interactive Internet-based resources for student collaboration and communication, and discuss how to help your students learn safe and responsible Internet use. You also look at ways to efficiently locate and evaluate relevant Internet resources for research. After investigating copyright laws and legal use of these resources, you plan how to integrate the use of the Internet into your unit.

The beginning activities of this module are completed in the face-to-face portion of our training. The remaining activities in this module and the rest of the modules are completed in the online environment.

Take a moment to review the **Module Objectives** and **Module Questions**.

Module Objectives

Participants will:

- Share Unit Portfolio Presentations and gauging student needs assessments
- Examine and discuss copyright laws and Fair Use guidelines as they pertain to education
- Create Works Cited documents
- Explore Internet resources for use in research, communication, and collaboration
- Evaluate Internet resources
- Modify Unit Plans
- Discuss ways to ensure students use the Internet safely and responsibly
- Reflect on their learning
- Plan how to use Internet collaboration and communication tools in units

Module Questions

- How can I use the Internet to support my teaching and students' learning?
- How can I ensure responsible and appropriate use of the Internet?

When you are finished reviewing, proceed to **Pair and Share**.

Module 3: Making Connections

Pair and Share

Presenting My Unit Portfolio

Facilitator Corner

During this activity, you use the **Sharing** tab to give and receive feedback on the presentation you developed in the previous module. You also receive feedback on your assessment to gauge student needs. When giving feedback, focus on strengths as well as areas of improvement and be as specific as possible.

This activity is a modified version of the Pair and Share activities you will experience during the remaining modules. Pair and Share activities are important to the learning process in that they provide opportunities for you to practice giving and receiving constructive feedback.

You will meet with the same group for all the Pair and Share activities so you can become familiar with your group's work and provide constructive feedback. Note the process for using the **Sharing** tab to provide feedback. In future Pair and Share activities, you will use this same process in the online environment.

Refer to the **Directions for Module 3 Pair and Share: Providing Feedback on Unit Portfolio Presentations** (DOC; 1 page) for detailed instructions on how to provide feedback in the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.

1. Go to the **Sharing** tab and confirm that your Unit Portfolio Presentation with the embedded gauging student needs assessment is linked or attached to the **Module 3: Pair and Share** discussion thread.
2. Gather in the group assigned by your facilitator to share your Unit Portfolio Presentations and assessments.
3. As all group members give verbal feedback, take turns recording key points of the feedback in replies to each group member's posting, so everyone can practice using the **Sharing** tab in preparation for the online Pair and Share activities in upcoming modules.

Note: If desired, use the **Portfolio Rubric** (DOC; 2 pages), **Standards and Objectives Rubric** (DOC; 1 page), or **Curriculum-Framing Questions Rubric** (DOC; 1 page) to help guide your feedback. These rubrics are found in the **Resources** tab > **Assessment** > **Course Assessments** link or as a paper copy in your folder.

4. When providing feedback, remember to be specific and constructive by asking for clarification and providing suggestions. Consider using the 3-2-1 strategy when providing feedback on each student sample:
 - Ask three questions
 - Make two comments
 - Provide one suggestion

Note: Read the **Tips and Tools for Giving Feedback** (DOC; 2 pages) document in the **Resources** tab > **Assessment** > **Course Assessments** link for more information on giving constructive feedback.

Facilitation Tip

For Pair and Share activities, create grade or subject-alike groups of four. These groups will remain constant throughout the course so participants can become familiar with their group members' units and provide the most useful feedback.

Model how participants decompress files and use the **Sharing** tab to provide feedback. Let participants know that each Pair and Share activity has a document with specific directions to help them complete the feedback process. They will want to refer to this document when they move to the online portion of the course. If desired, spend some time reviewing the **Tips and Tools for Giving Feedback** document in a whole group discussion. While groups are working, circulate throughout the classroom to check if participants are posting their feedback correctly in replies to the Module 3 Pair and Share thread. Emphasize that in future Pair and Share activities, participants will follow this same process in the online environment.

Review the presentations and feedback after the activity. You may need to extend or clarify feedback provided by a participant. If a colleague's feedback is inappropriate, carefully mitigate the suggestions in your feedback. Be prepared to model appropriate responses and provide examples if necessary. Encourage participants to use the language in the rubrics to help provide specific feedback.

Later in the module, you review resources for facilitating discussions in preparation for your own training.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Prepare for Online**.

Module 3: Making Connections

Activity 1: Preparing for the Online Experience

Facilitator Corner

Congratulations! You have now almost completed the face-to-face portion of the course and should be prepared for your online experience. You have explored most of the features of the online environment, including:

- Using the Assessments and Notebook in My Work
- Browsing the Intel® Education *Help Guide*
- Navigating to resources in the course and on the Intel® Education Web site
- Using blogs, wikis, and online collaborative Web sites
- Keeping track of your progress using the Course Progress checklist
- Completing Wrap-Up Surveys

Before you leave the face-to-face, you have four tasks left to complete:

- Register for an additional application you will use during the course
- Review your Course Progress
- Review the remaining components of the course
- Plan a schedule for completing the course

You may also want to make plans for collaborating with your colleagues and receiving answers to any lingering questions.

I look forward to working with you as we explore together. Please feel free to e-mail me if you have any questions or concerns.

After you return home, the first online activity you complete is **Target 21st Century Skills** under **Module 3: Making Connections** in the left navigation pane.

Complete the following before you leave the face-to-face:

1. Make sure you are registered for an additional application required during the online portion of the course. You will use the Intel® Education *Assessing Projects* application in Module 5: Assessing Student Projects. To register:
 - a. Go to **Assessing Projects**, click **Workspace**.
 - b. If you have previously registered for one of Intel® Education's Thinking Tools, you can use the same login ID and password to log on to the *Assessing Projects* application. If not, choose an e-mail account to log on with and a password.

- c. After you register, record your login ID and password in your Login Information document saved in your **Course Resources** folder.
2. Review the **Course Progress** checklist to ensure the activities you completed during the face-to-face portion of the course are checked.
3. Review the timeframes and due dates for the major components remaining in the course under **Activities** on the **Home** tab.
4. Get in groups to share ideas for managing your time as you complete the online portion of the course. You will have a better experience if you schedule regular blocks of time for completing the course work. Your learning will be diminished if you work on course activities in 5-to-10 minute work bites. Create a schedule that sets aside times for online work and tentative times to collaborate with your colleagues.

Note: Consider setting up face-to-face work times with groups or partners throughout the online portion of the course. Getting together to work on activities has several benefits:

- If you are having difficulty managing or navigating the course or using the required tools, a colleague can provide you with a hands-on demonstration and practice.
 - You can get immediate feedback.
 - Knowing you will be meeting face-to-face with peers can keep you on track and help you avoid falling behind.
 - Some learners are more successful in environments where they can interact socially as well as academically.
5. Make sure you get any lingering questions answered before you leave.

Note: If you are collaborating with other teachers on your Unit Portfolio, take some time to discuss the best method for you to complete the Unit Portfolio requirements in the online environment. These might include using the wiki, blog, or online collaborative Web site to share ideas and edit your work.

When you return to the online environment, proceed to **Target 21st Century Skills**.

Facilitation Tip

Use the following steps to help facilitate the last few tasks before participants leave the face-to-face portion of the course. Note, however, that for Master Teachers, an additional 2 hours and 15 minutes of training is provided after this activity to help you prepare to conduct Participant Teacher trainings in the online environment.

1. Direct participants to the *Assessing Projects* application page and ask them to click the **Workspace** link in the highlight box. Explain to participants that the tool is used to create assessments of 21st century skills. Provide a brief demonstration of the tool.
2. Direct participants to the **Home** tab and look under **Activities** to review time frames and due dates for the major components left in the course. Remind participants to return to the **Home** tab often to find new **Announcements** and to ensure they are

meeting due dates.

3. Ask participants to review their **Course Progress** checklists at this time, and together, review the remaining modules in the list. Answer any questions and make sure the participants understand what needs to be completed during the rest of the course. Remind participants to refer to the **Portfolio Checklist** as a guide for completing all of the Unit Portfolio pieces.
4. Let participants know that in some of the upcoming activities, they will have options to choose among. You might want to direct participants to a few of the activities to help familiarize participants with how the activities are structured.
5. If you plan to hold office hours, set some preliminary dates, and remind participants to use the **Message** and **E-mail** features to schedule their own collaboration times using the **Chat** room.
6. Alert participants that you will send an Announcement reminding them about the activity to start with when they return to the online portion of the course.
7. Help participants think about setting up a schedule to complete work on the remaining modules. Emphasize that “anytime, anywhere” does not mean participants can squeeze in 5 minutes here and there. Participants need to set aside large chunks of time to work through the activities. If desired, suggest participants set up a schedule using **Google Calendar*** or another online collaborative calendar. Teachers can then plan to be online at the same time to foster a more collaborative environment as they work through the online activities.
8. For groups of teachers working on one Unit Portfolio, offer suggestions for how to collaborate on their Unit Portfolio pieces during the online portion of the course. Remind participants that all members of the group need to complete the activities, but they can collaborate and submit one Unit Portfolio.
9. Discuss successful online learning experiences and remind participants to review **Tips for Success** (DOC; 5 pages) and **Guidelines for Online Interactions** (DOC; 2 pages) in the **Resources** tab > **About This Course** link as they start the online portion of the training.

Master Teachers now proceed to the **Facilitation** tab to complete the face-to-face portion of their training. Follow your facilitator’s guided instruction for accessing and using the **Facilitation** tab.

Module 3: Making Connections

Activity 2: Targeting 21st Century Skills

Facilitator Corner

Welcome to your first online activity! During Module 2, you were asked to select one to three 21st century skills that were the most relevant for your unit. You then incorporated the selected skills into the objectives you wrote. During this activity, you think about ways to include the specific 21st century skills of research, communication, collaboration, and problem solving in your unit to help students meet your standards and objectives. You then consider how the Internet can enhance these 21st century learning goals in your unit.

Remember to visit the Teachers' Lounge to discuss relevant topics that are not addressed in other communication formats during the course.

1. Review the learning objectives in your Unit Plan.
2. Think about the following questions as you review your objectives and write your ideas in your **Notebook**. You will review these notes later in the module.
 - a. Where in your unit do students need to conduct research?
 - b. In your unit, when could students' learning be enhanced by communicating with others?
 - c. Where in your unit would collaboration be beneficial?
 - d. How can you ensure students are using problem solving strategies throughout your unit?
 - e. How can you incorporate the Internet into your classroom to further enhance student learning in regards to research, communication, collaboration, and problem solving?

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Copyright**.

Module 3: Making Connections

Activity 3: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

Facilitator Corner

Before examining specific Internet resources to use in your unit to enhance student's 21st century skills, it's important to understand the legal and ethical issues related to the use of electronic media. We must remember that people have a right to control how their original works are used by others. Our responsibility as educators is to understand and teach students about the proper use of copyrighted materials.

In this activity, you complete two steps:

- In Step 1, you examine copyright laws related to computer and software use in the classroom.
- In Step 2, you review Works Cited resources and examples and think about ways you can use them with your students.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 3: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

Step 1: Exploring Copyright

With easy access to the Internet and the ability to quickly copy online information, students and teachers can easily forget that much of the material on the Internet is someone else's property. Take a brief quiz on copyright and think about how you would address copyright issues in your classroom.

1. Test your knowledge of copyright law by taking the six-question **Copyright Quiz**. If you have extra time:
 - Complete the **second quiz**.
 - Post questions or tips in the Teachers' Lounge.

Although teachers and students may use copyrighted materials in their educational projects, the use of such materials is not clear-cut. To better understand your rights and limitations, view the **Copyright Chaos Presentation** (PPT; 20 slides). If you want to take notes, use your **Notebook**.

2. See the **Resources** tab > **Copyright** link for additional resources to help you and your students follow copyright law and Fair Use guidelines.

Offline Tip: Download the presentation and documents to explore offline.

3. Think about how copyright law and following Fair Use guidelines will impact your classroom. Answer the following prompts in your **Notebook**:
 - What are strategies for ensuring that your students understand copyright and Fair Use?
 - What specific support procedures can you implement in your classroom to ensure that the guidelines are followed?

1:1 Tip: When students create individual projects using their own computers, monitoring their work for adherence to copyright laws becomes even more challenging. Think about how you could address this concern in your one-to-one classroom.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 3: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

Step 2: Citing Sources

Facilitator Corner

To comply with copyright in a world of easily copied materials, you should document a list of sources as you find and save images, sounds, and text for your unit. Creating a Works Cited document will help you find resources again when you need additional information for your project. Learning to cite sources is an important skill for students of all ages to master.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. View **Works Cited** resources, templates, and examples in the **Resources** tab > **Copyright** > **Works Cited** link. Determine what type of Works Cited document would be appropriate for your students.
2. Save the Works Cited template, MLA template, or APA template into the **unit_support** folder in your Portfolio folder with a name such as *Works Cited* or *References*.
3. Copy and paste Web site addresses and other text into the Works Cited template as you find your resources.
Web Technologies Skill 1.6: To copy a Web address, or a URL from Firefox*, OR
Web Technologies Skill 3.6: To copy a Web address, or a URL from Internet Explorer*, OR
Web Technologies Skill 5.6: To copy a Web address, or a URL from Safari*
Word Processing Skill 2.6: To copy words or text
4. You can also use an online citation tool that will format your citations automatically in MLA or APA format. For a list of sites, review **Online Citation Tools** in the **Resources** tab > **Copyright** > **Works Cited** link.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Internet for Research**.

Module 3: Making Connections

Activity 4: Using the Internet for Research

Facilitator Corner

People usually think of the Internet as a research tool. Finding, evaluating, and interpreting relevant online information is a critical skill for success in school and in real life. However, effective use of the Internet goes beyond conducting research. New Web technologies provide collaborative environments in which individuals interact with other users and contribute to Web content. In this activity, you explore ways in which students can use the Internet to conduct research. In later activities, you explore how the Internet helps students communicate and collaborate with others.

- In Step 1, locate Web sites that would enhance your students' understanding of the concepts in your unit.
- In Step 2, review Web site evaluation resources and consider ways to use them with your students.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 4: Using the Internet for Research

Step 1: Locating Internet Resources

Locate some Web sites that would enhance your students' understanding of the concepts in your unit.

Using Search Engines

Popular search engines, such as www.google.com, www.yahoo.com, and www.msn.com, guide users as they search for information on the Internet. Unstructured searching provides infinite opportunities for off-task behavior, but when students are taught to search effectively, they find a wide variety of relevant and reliable Web sites to help with their research.

1. When conducting research on the Web, narrowing your search helps you locate the most relevant and useful information. As in any kind of research, the first term that comes to mind (such as, *rainforest*) may produce too many irrelevant "hits" or Web sites. Therefore, you may need to think of narrower phrasing to use in your search (such as, *Brazilian rainforest*.)

Note: When searching for terms with two or more words, place double quotation marks around the whole phrase, such as "*Brazilian rainforest*", to conduct a more exact search.

2. You can find additional resources and activities to help improve your search process in the **Resources** tab > **Search Resources** > **Search Process** link.
3. Brainstorm keywords you could use to find information on topics in your unit and then choose a search engine to conduct your search.
4. Tag or bookmark any Web sites you might like to use in your unit.

Classroom Tip: Students can share resources they find with classmates through the sharing feature of most tagging or bookmarking sites.

Searching Specialized Sites

If you are researching an unusual subject or you want to make sure your sites are age-appropriate, you may want to use a specialized search engine. Review the specialized search engines, directories, and large educational Web sites available in the **Resources** tab > **Search Resources** > **Research** link.

Classroom Tip: As students use Internet resources for their own research, provide them with explicit instruction on how to locate relevant, high quality information to help them use online time efficiently.

1:1 Tip: When students have constant access to computers, they can be tempted to investigate minor or irrelevant topics. To discourage this, teach skills in research, time management, and prioritizing tasks. Take advantage of "teachable moments" during classroom discussions by encouraging students to investigate questions and issues as they arise.

Finding Media

If you need to find images, sounds, or videos for the development of your unit, use the following:

- Search engines that can search specifically for sounds, images, and video
- Multimedia Web sites that contain images, sounds, and videos appropriate for educational uses

Review the **Multimedia Resources** in the **Resources** tab > **Multimedia** link. Save any resources you find in your **images_sounds** folder of your Portfolio folder.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

Note: Be sure to cite your sources for multimedia resources in your Works Cited document.

1. Locate one or more good research resources for your unit. Tag, bookmark, or save in your favorites.
2. Save an image into your **images_sounds** folder in your Portfolio folder.
Web Technologies Skill 2.4: To save a picture or image from the Web for Firefox*, OR
Web Technologies Skill 4.4: To save a picture or image from the Web for Internet Explorer*, OR
Web Technologies Skill 6.4: To save a picture or image from the Web for Safari*
3. If appropriate for your Unit Portfolio, you can also save a sound or a video into your **images_sounds** folder in your Portfolio folder.
Web Technologies Skill 2.5: To save a sound or music file from the Web for Firefox*, OR
Web Technologies Skill 4.5: To save a sound or music file from the Web for Internet Explorer*, OR
Web Technologies Skill 6.5: To save a sound or music file from the Web for Safari*
Web Technologies Skill 2.6: To save a movie or video file from the Web for Firefox*, OR
Web Technologies Skill 4.6: To save a movie or video file from the Web for Internet Explorer*, OR
Web Technologies Skill 6.6: To save a movie or video file from the Web Safari*

Classroom Tip: Teach your students a process for finding relevant multimedia resources and properly citing their sources. Another topic to consider is the size of the multimedia resources students choose to use. Large multimedia files may hinder collaboration and the ability for others to access the resources.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 4: Using the Internet for Research

Step 2: Evaluating Web Resources

The uncontrolled publishing of information on the Web demands that students develop skills to evaluate Web content critically for accuracy and relevance. In this step, you review Web site evaluation resources and consider ways to use them with your students.

Classroom Tip: Discuss with your students how to determine whether a site has usable, factual, and reliable information. You can create rubrics or checklists collaboratively with your students or use an evaluation form using examples from the **Resources** tab > **Evaluating the Web** link.

1. In Step 1 of this activity, you used your own criteria for selecting Web sites you would use by considering the depth and accuracy of the content, the source of information, and the usability of the site. Developing the same skills in your students is important.

Classroom Tip: Learning to evaluate the credibility of Web sites is an important critical skill that can be extended to print and visual media.

2. Review Web evaluation resources in the **Resources** tab > **Evaluating the Web** link. Review the student form appropriate for your grade level and, if you have time, review the other checklists. If you want to take notes, open another window to review the examples and enter your notes in your **Notebook**.

Classroom Tip: With primary students, developing evaluation skills using a form may not be appropriate. A discussion about features of a good Web site may be more useful.

3. Keeping the Web evaluation resources in mind, think about how you could help your students think critically about the Web resources they use. If desired, take notes in your **Notebook**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Communicate with World**.

Module 3: Making Connections

Activity 5: Communicating with the World through the Internet

Facilitator Corner

Internet communication tools dramatically expand the community in which students can communicate during projects. Through e-mail, chat, instant messaging, online surveys, and Voice Over Internet Protocol (VoIP), you and your students can discuss, share ideas, get feedback, and collect information from peers and experts all over the world.

During this activity, you complete two steps:

- In Step 1, you review and compare Internet communication tools, such as e-mail, chats, instant messaging, online surveys, and VoIP.
- In Step 2, you examine one or more of these communication tools in depth and consider ways you can incorporate them into your Unit Plan.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 5: Communicating with the World through the Internet

Step 1: Reviewing Internet Communication Tools

Students can use Internet communication tools to:

- Communicate with others outside the classroom
- Get feedback on their products
- Work on a project in groups or pairs in real time
- Engage in interactive discussions
- Practice using written language
- Practice using oral language
- Share text-based information, documents, and other resources
- Collect information from a number of individuals

A variety of online tools support student communication:

- **E-mail** is written electronic communication that is sent and read at any time.
- **Online Chats** are online environments in which individuals meet and exchange written messages at the same time.
- **Instant Messaging (IM)** allows people to receive and send written messages instantaneously, locally and at a distance, to pre-selected online contacts.
- **Online Surveys and Opinion Polls** enable gathering and analyzing data by posing questions over the Internet.
- **Voice Over Internet Protocol (VoIP)** supports real-time oral communication among Internet users.

To learn more about the features and uses of these tools, review **Comparison of Online Communication Resources** (DOC; 2 pages) in the **Resources** tab > **Communication** link. If desired, take notes on the document and save it in your **Course Resources** folder.

1:1 Tip: The ability to communicate electronically in a classroom where everyone has a computer can distract students from learning tasks. Setting up guidelines for in-class online communication is especially important in one-to-one classrooms.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 5: Communicating with the World through the Internet

Step 2: Considering Communication Tools for Your Unit

Examine one or more of the following communication tools in more depth for possible use in your unit. Tag or bookmark any resources with helpful information on how to use these tools in your classroom.

Option 1: E-mail

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

For information on projects that use communication tools to collaborate, you may want to visit:

Virtual Architecture's Web Home*

Offers a step-by-step guide for designing and implementing powerful curriculum-based telecomputing projects

Option 1: E-mail

The ideas presented in the following article can inspire you to think of creative ways for using e-mail to enhance student learning. See possible resources for web-based e-mail and e-mail projects in the **Resources** tab > **Communication** > **E-Mail Projects** link.

You've Got E-mail—But Can You Really Make It Deliver?*

Describes how you can plan a project involving e-mail so that it has powerful, clear connections to the curriculum; includes 10 tips for completing telecollaborative projects successfully using any web-based e-mail

Take notes in your **Notebook**. You will review these ideas later in the module.

When you are ready, click any of the following options or complete your Course Progress.

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

Option 2: Chat

The following links suggest ways to constructively use chats in the classroom. You can find possible resources for online chat services appropriate for education in the **Resources** tab > **Communication** > **Chat and IM** link.

Examples of How Chats Have Been Used in Classrooms*

Lists specific activities that teachers have used with chat tools and provides links that you can use to explore student roles during chats, strategies to enhance chat sessions, and chat room etiquette

How to Run a Good Chat*

Provides tips for using chat in the classroom

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

Option 3: Instant Messaging (IM)

The following blog discusses the use of instant messaging in the classroom. See possible resources for instant messaging in the **Resources** tab > **Communication** > **Chat and IM** link.

The Case for Instant Messaging in the Classroom*

Presents an article emphasizing positive reasons for instant messaging in the classroom

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 2: Chat

Option 4: Survey/Polling

Option 5: Voice Over Internet Protocol (VoIP)

Option 4: Survey/Polling

The following links provide information and examples addressing how students can effectively create and administer surveys and polls. See other resources for creating online surveys in the **Resources** tab > **Communication** > **Surveys** link.

Opinion Surveys*

Includes lesson and discussion ideas on how to introduce students to factors that can affect the accuracy of opinion surveys

Survey How To*

Tells how to write survey questions, determine question types and responses, organize and format surveys, administer surveys, and more

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 5: Voice Over Internet Protocol (VoIP)

Option 5: Voice Over Internet Protocol (VoIP)

The following links provide information and examples addressing how to use Voice Over Internet Protocol in the classroom. See other resources for VoIP in the **Resources** tab > **Communication** > **VoIP** link.

Skype in the Classroom*

Presents a comprehensive article written for teachers and technology coordinators describing how to begin using Skype*

Just Skype It*

Contains a short blog entry describing how one teacher used Skype at school and in her personal life

If desired, take notes in your **Notebook**.

When you are ready, click any of the following options or complete your Course Progress.

Option 1: E-mail

Option 2: Chat

Option 3: Instant Messaging (IM)

Option 4: Survey/Polling

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Collaborative Learning**.

Module 3: Making Connections

Activity 6: Considering Web-based Collaborative Learning

Facilitator Corner

Several online tools can be used by teachers to support communication, encourage student collaboration, and organize Internet resources. You previously experienced three of these free tools—blogs, wikis, and online collaborative Web sites. In this activity, you explore ways these online collaborative tools can help your students work together on projects.

In this activity, you complete two steps:

- In Step 1, you review the benefits, drawbacks, and examples for classroom use of several online collaborative tools.
- In Step 2, you use an online collaborative Web site to discuss how you will use online tools to support student communication and collaboration in your teaching.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 6: Considering Web-based Collaborative Learning

Step 1: Reviewing Online Collaborative Resources

Students can use web-based collaborative learning tools to:

- Share their thoughts, ideas, and projects with others
- Share links to Web sites
- Solicit and respond to others' thoughts
- Modify, add to, and delete others' content
- Create multilayered Web sites
- Create linear, journal-like documents

A variety of online tools support student collaboration:

- Blogs are journals posted to the Web that solicit reader comments.
- Wikis are Web sites that allow multiple users to edit content.
- Online collaborative Web sites allow invited users to edit documents, spreadsheets, and presentations.

Review information about the benefits and drawbacks of using each of these tools in the classroom in **Web-based Collaborative Learning** (DOC; 2 pages) in the **Resources** tab > **Collaboration** link.

To learn more about the skill and technical requirements of online collaborative resources, review **Comparison of Online Collaboration Resources** (DOC; 1 page) in the **Resources** tab > **Collaboration** link.

If desired, take notes on the documents and save them in your **Course Resources** folder.

1:1 Tip: Research shows that students collaborate more when they have their own computers. Consider how you can take advantage of this ability in your unit.

When you are ready, proceed to **Step 2**.

Module 3: Making Connections

Activity 6: Considering Web-based Collaborative Learning

Step 2: Sharing Ideas

Now that you have explored a variety of online communication and collaboration tools, share your ideas for incorporating them into your teaching using an online collaborative Web site.

1. Find the online collaborative Web site in your **My Links** on the **Home** tab or from your tagged/bookmarked site.
2. Log on to the site using your e-mail and password, which should be in your **Login Information** document saved in your **Course Resources** folder.
3. Open the spreadsheet titled **Using_Web 2.0_Tools** on the Web site.

Note: For future reference, annotated links to examples of additional online **Collaborative Web sites** are available in the **Resources** tab > **Collaboration** link.

4. Think about how you could use one communication tool and one collaboration tool in your classroom. On each of the worksheets, start a new row with your name, add the name of the tool, and then describe how you could use it in your classroom. Complete at least one row for the communication tools worksheet and one row for the collaboration tools worksheet.
5. If you have time, comment on how you might use additional online tools.
6. Review your colleagues' comments and take notes on any ideas you might use in your unit in your **Notebook**. You will review these ideas later in the module.

Note: You have an opportunity to plan how you will use communication and collaboration tools to meet the learning goals and objectives of your unit in the upcoming Planning Ahead activity.

Facilitation Tip

You need to have a collaborative Web site set up and collaborators identified before conducting this activity with your participants. Directions and a template for setting up the collaborative Web site can be found in the **Facilitation** tab > **Facilitation Guide** link. You will need to return to the Web site and finish setting up the spreadsheet when you conduct your own training.

When you invite collaborators for this activity, include directions in the e-mail reminding participants how to log on to and use the online collaborative Web site.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 3: Making Connections

Activity 7: Pedagogical Practices
Ensuring Safe and Responsible Use of the Internet

Facilitator Corner

Although the Internet can be a wonderful tool for research, collaboration, communication, and problem solving, using it successfully requires careful attention and instruction. You should address safety procedures and appropriate Internet use before students are given access to the Internet or individual e-mail accounts. In this Pedagogical Practices activity, you use the course wiki to record thoughts about how to ensure appropriate and safe use of the Internet.

Please make sure you add your comments in a timely manner. The discussions are summarized at the end of the module.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

How do you keep students from accessing Internet resources that contain inappropriate material or from interacting with individuals who may pose a threat? How do you ensure students use their Internet time efficiently and interact constructively with others?

One way to promote student safety and effective use is to establish an Acceptable Use Policy (AUP). An AUP is a written agreement that outlines the terms and conditions of Internet use and is signed by students, parents, and teachers. An AUP should include guidelines for appropriate Internet searching, publishing student names, and posting pictures (video or still) and audio clips to the Internet. However, AUPs alone are not enough to ensure your students act responsibly when using the Internet.

1. Read three scenarios regarding possible problems with student use of the Internet, and share your ideas with colleagues on the course wiki. These scenarios are available in **Safe and Responsible Use of the Internet** (DOC; 1 page) in the **Resources** tab > **Responsible Use** link.

Offline Tip: Download the document to read the scenarios and compose your thoughts in a word processing document before adding them to the wiki.

2. Consider the following question while you read each scenario:
 - What policies, procedures, and strategies could the teacher put in place to prevent similar events in the future?
3. Go to the **Course Wiki** tab.

4. Find the **Module 3 Pedagogical Practices** link in the left navigation pane.
5. Read the directions on the wiki page to share your ideas for each scenario.

Note: Refer to the **Discussion Checklist** (DOC; 1 page) for guidance as you compose your response.

Optional: Review resources for information regarding student safety and appropriate Internet use, including sample AUPs and parent permission forms, located in the **Resources** tab > **Responsible Use** link.

1:1 Tip: Discuss the unique challenges of promoting safe and responsible computer use in a one-to-one computing environment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

Module 3: Making Connections

Activity 8: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has made you think differently about the impact of the Internet on your students' learning.

Review the guiding questions and key points for **Module 3: Making Connections** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions

- How can I use the Internet to support my teaching and students' learning?
- How can I ensure responsible and appropriate use of the Internet?

Key Points

- The Internet can be a powerful tool for research, collaboration, and communication with others.
- Fair Use guidelines describe how copyrighted materials can be used legally by teachers and students in the classroom.
- Works Cited documents can be created in a variety of formats for students of all ages.
- The skilled use of search strategies enables students and teachers to find useful information efficiently on the Web.
- A variety of factors must be considered when determining the credibility and value of a Web site.
- E-mail, online chats, instant messaging, and Voice Over Internet Protocol technology allow students to communicate with people all over the world on the Internet.
- Blogs, wikis, and online collaborative Web sites allow students to collaborate on projects by sharing and responding to each other's work online.

In the following modules, you will build on these concepts as you create a student sample and assessments for your Unit Plan.

When you are ready, proceed to **Step 1**.

Module 3: Making Connections

Activity 8: Reflecting on My Learning

Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in the **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry titled **Module 3 Reflection**, paste the following prompt into your entry, and write your response:
This module has helped me think about the impact of the Internet on my students' learning in the following ways:
3. Write about any other insights, questions, or concerns you want to address in your reflection.

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge
- Chat
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 3: Making Connections

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 3: Making Connections**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 3 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also, remember to check for Teachers' Lounge discussions and blog entries related to this module.

When you are ready, proceed to **Plan Ahead**.

Module 3: Making Connections

Planning Ahead

Incorporating the Internet

In this module, you explored various uses of the Internet. In preparation for the Pair and Share in the next module, consider now how you might incorporate any of these Internet resources into your unit to support student learning:

- Internet search engines
 - Communication (tagging and bookmarking sites, e-mail, instant messaging, chats, Voice Over Internet Protocol (VoIP), and surveys/opinion polls)
 - Collaboration (blogs, wikis, online collaborative Web sites)
1. Review the brainstormed ideas in the online collaborative spreadsheet and in your **Notebook** from the Module 3 activities for incorporating the Internet and 21st century skills into your unit.
 2. Select Internet tools (one or more) and think about ways you can use them to support the learning goals of your unit. If desired, use your **Notebook** to record your ideas.
 3. Refer to the **Directions for Module 3 Planning Ahead: Posting Ideas for Incorporating the Internet** (DOC; 2 pages) for detailed instructions on how to post to the **Sharing** tab for this activity. This document is also available in the **Resources** tab > **About This Course** link.
 4. Go to the **Sharing** tab and post a reply to your sharing discussion thread titled, **Module 4: Pair and Share**.
 5. Answer the following questions in the **Message** field of your reply:
 - a. How will you incorporate the use of the Internet in your unit for research, collaboration, and communication?
 - b. How will the use of the Internet help students develop 21st century and higher-order thinking skills?
 - c. What feedback or additional ideas are you looking for during this time?

Offline Tip: Compose your thoughts in a word processing document and then copy them into your post.

Note: Annotated links to additional **Web-based productivity tools** are available in the **Resources** tab > **Collaboration** link.

6. Attach or link your Unit Plan to your post to provide context for feedback.

1:1 Tip: Think about how students' individual access to computers can be used most effectively to further enhance students' 21st century skills.

Note: If you are collaborating with other teachers on your Unit Portfolio, think about how you can use these same tools to help you complete the pieces of your Unit Portfolio in the online environment.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next module.

When you are ready, proceed to **M4: Creating Samples**.