

Title

Using the Computer for Cooperative Experiences (formerly Tech135)

Audience

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

Prerequisites

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

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

Course Description

Teachers have been using cooperative learning strategies in their classrooms for years. This course takes the cooperative model a step further by using technology as a tool to aid in cooperation. Learners will explore three types of online cooperative experiences—telecollaboration, WebQuests, and project-based learning—by examining the basic elements of each model. As a final task, learners will choose one of these models and develop their own project which integrates cooperative learning theory with technology.

Instructor/Facilitator

See instructor/facilitator sheet

Credits

To be determined by college or university

Goals

The overall goal of this course is for learners to develop student use of the classroom computer to foster cooperation and collaboration within the classroom and between classrooms.

By the end of this course, learners will:

- Understand and apply the basic elements of telecollaboration, WebQuests, and project-based learning.
- Incorporate the use of cooperative learning and technology into their classrooms.
- Develop, implement, and assess a project which integrates cooperative learning theory with technology.

Outline of Content and Assignments

After previewing the documents in the Course Information section, learners will proceed to the Course Content to complete the following six sessions, working through each in order. Learners 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 both prior to and following the completion of the assignments. Throughout the course, learners work on their final projects by developing ideas for various cooperative learning projects. To complete the final project, learners develop and expand on one of their project ideas, develop a rubric, and then create an implementation plan.

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:

ISTE NETS*T

I – A; II – B; II - A; II - B; II - C; II - D; II – E; III - A; III - B; III - C; III – D; IV- C; V - A; V - B; V - C; V – D; VI – E

Visit 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: Cooperation and Community

In this session learners will think about and share their experiences using cooperative learning models in their classroom.

Learners will:

- Define their professional goals and expectations for this course in their online journal.
- Explain their prior knowledge and experiences using cooperative learning in their online journal.
- Explain and discuss in their online journal the role of technology in differentiating instruction within the context of cooperative learning.
- Explore the potential for the creation of a community of learners in the classroom through online discussion.
- Select, describe, and discuss a Web site that can be used by students and/or teachers to foster cooperative learning.

Read

- "Developing a Community of Learners"
- "Differentiating Cooperative Learning" (not required)

Write in online journal

- Reflect on prior knowledge of course content and expectations for the course.
- Reflect on challenges and benefits of using a cooperative learning model in the classroom.
- Reflect on current use of cooperative learning and the role of technology in implementing cooperative learning in the classroom.

Watch video

- "Teamwork and the Internet"

Participate in an online discussion

- Discuss the reality of developing community in the classroom and the use of technology in helping to develop community.
- Share a Web site which fosters cooperative learning and then review a Web site posted by another learner.

Session 2: Telecollaboration

In this session learners will explore telecollaboration projects. These projects exist in many different forms, but all are facilitated by use of the Internet. Teachers can create their own telecollaboration project or they can join in on one of the many projects that have been posted on the Web.

Learners will:

- Describe and evaluate a telecollaboration project through online discussion.
- Plan a telecollaboration project.

Read

- “Curriculum-Based Telecollaboration”
- “Designing Collaborative Projects for the Internet”

Write in online journal

- Reflect on using telecollaboration in the classroom.

Participate in an online discussion

- Review and share telecollaboration projects.

Final project assignment

- Put together ideas for a telecollaboration project.

Session 3: The WebQuest

In this session learners will explore the WebQuest. WebQuests are inquiry-oriented activities that use Internet resources. There are a huge number of WebQuests posted on the Internet. The quality of these WebQuests differs greatly. Learners are encouraged to explore as many as they can, and to consider the qualities that make for an effective WebQuest.

Learners will:

- Select and analyze a WebQuest through online discussion.
- Analyze and reflect on the advantages and disadvantages of using WebQuests and Internet resources as part of your teaching practices in their online journal.
- Design a plan for a WebQuest to be used with their students.

Read

- “The Student WebQuest”
- “Five Rules for Writing a Great WebQuest”

Participate in an online discussion

- Review and share WebQuest projects.
- Discuss student use of WebQuests in the classroom.

Final project assignment

- Put together ideas for a WebQuest project.

Activities and assignments (not required)

- Frontpage WebQuest WalkThrough
- Microsoft Word WebQuest WalkThrough
- Netscape Composer WebQuest Walkthrough
- Placemark WebQuest WalkThrough

Session 4: Project-Based Learning

In this session learners will explore project-based learning (PBL)—projects in which “real world” projects are used as a context for developing critical thinking and group problem-solving skills.

Learners will:

- Select and analyze a PBL project through online discussion.
- Design and plan a PBL project to be used with your students.
- Reflect on the realistic nature of using project-based learning in the classroom.

Read

- “Start with a Pyramid”
- “Launching a PBL Project”

Participate in an online discussion

- Review and discuss project-based learning projects.

Write in online journal

- Reflect on the reality of implementing project-based learning.

Final project assignment

- Put together ideas for a project-based learning project.

Session 5: Developing Your Cooperative Learning with Technology Project

In this session learners will design a project that integrates technology with cooperative learning. They will use one of the ideas from the earlier sessions to create a WebQuest, telecollaboration, or PBL project.

Learners will:

- Design a telecollaboration, WebQuest, or project-based learning project and assessment rubric for students in your classroom.
- Assess two cooperative learning projects and provide feedback in the discussion forum.

Work on final project

- Create a design for one of the cooperative learning ideas, developed so that it can be used in the classroom.

Participate in an online discussion

- Share projects and review the projects of two other learners.

Write in online journal (not required)

- Create a list of potential online cooperative learning projects.

Session 6: Assess and Reflect

In this session learners will complete their final projects by creating a rubric to assess students' final projects and share their rubrics with peers for feedback. In addition, learners will create an implementation plan for their projects which will explain how and when they will use their project in the classroom. Finally, learners will reflect on how this course has impacted their professional practice.

Learners will:

- Create a rubric to assess students' cooperative learning project assignment.
- Reflect on how you will implement your project in the classroom.
- Assess your learning in this course by comparing your prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting about your professional goals and expectations in the online journal.

Read

- "Rubrics, Portfolios, and Tests, Oh My!"

Work on final project

- Design a rubric for the cooperative learning activity you developed.
- Write a plan for implementing their cooperative learning activity.

Participate in an online discussion

- Post the rubric and peer review the rubrics created by other learners.

Write in online journal

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

Schedule

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections and a final project.

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 can be taken for graduate credit on a pass/fail basis, or for a letter grade and graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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