

Title

Communicate and Collaborate Online (formerly Tech180)

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 offers a multitude of ways that users can communicate and collaborate on projects. In this course, learners will study about Internet tools such as email, discussion boards, and video conferencing, and how they can provide for collaborative efforts and learning. For the final assignment, they will incorporate an online collaborative activity into a lesson plan of their choice and then they will implement the activity in their classrooms or with a group of students. They will also be asked to review the projects developed by two of their online peers.

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 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.
- 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. Technology Operations And Concepts.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students) .

II. Planning And Designing Learning Environments And Experiences.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning, and the Curriculum.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.

V. Productivity and Professional Practice.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- C. apply technology to increase productivity.



VI. Social, Ethical, Legal, and Human Issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity

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: Online Learning Communities

How does the Internet foster communication? What are the benefits of online communication and collaboration for your students? This session will consider these questions as it examines the characteristics of successful online learning communities and the communication tools that enable 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.
- Explain how the elements of a successful online learning community can be applied to this course.
- Analyze the benefits of using online communication and collaboration with students.

Read

- "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

- "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 to use online communication with students.

Session 2: Tools for Collaboration

In this session, learners will look at online learning tools and how they can support collaborative online projects.

Learners will:

- Collaborate with others to investigate a specific online learning community.
- Describe their experience with online learning tools and examine how they can be used with their students.
- Analyze and debate the educational value of online collaborative projects for their students.

Begin Assignment

- Small Group Online Collaborative Learning Assignment

Read

- "Professional Development Through Learning Communities."
- "Online Communication Tools."
- "Making Connections: Communicating Online."

Write in online journal

- Reflect on your experiences with online communication tools.

View Videos

- "Students Using E-mail."
- "Video Conferencing."

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: Strategies and Methodologies for the Classroom

In this session, learners will consider issues in choosing and implementing online collaborative projects in their classrooms, and will then evaluate existing projects.

Learners will:

- Collaborate with others to evaluate and report on a specific online learning community.
- Critically evaluate their experiences working collaboratively online.
- Evaluate an online collaborative project.
- Assess student reactions and consider any obstacles they may face in using online collaborative projects in their classroom.

Complete assignments and activities

- Small Group Online Collaborative Assignment
- Classroom Environment Interactive
- Evaluating an Online Project Assignment

Write in online journal

- Reflect on experiences working of working in collaborative groups.

Read

- "We Now Join Collaborative Projects in Progress."
- "Classroom Implementation."
- "A Sampler of International Web Projects"

Participate in an online discussion

- Obstacles and benefits to using online collaborative projects in the classroom.

Session 4: Organizing and Planning Your Project

In this session, learners will look at some strategies for developing successful projects and think about how they can incorporate those strategies in their final project.

Learners will:

- Evaluate which topics and projects would be most appropriate for their students.
- Evaluate strategies for assessing the outcomes of their online collaborative projects.

Read

- “Collaborative Classrooms”

Complete activity

- Online Collaborative Project Organizer

View video

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

Participate in an online discussion

- Discuss what content/subject areas they think most lend themselves to online projects.

Write in online journal

- Reflect on assessment strategies and outcomes for the Online Collaborative Project to be implemented.

Session 5: Developing Your Online Collaborative Project

In this session, learners will look at why collaborative online projects sometimes fail and incorporate what they’ve learned into a full draft of their final project. They will also have the opportunity to peer review the projects created by others.

Learners will:

- Assess the potential for success of their online collaborative project.
- Create a draft of their final project and share it in the discussion forum.
- Assess and provide feedback on two online collaborative projects.
- Reflect on how tele-collaborative projects can help address curriculum standards that might not otherwise be addressed.

Read

- “Taboo Topic No Longer”

Complete assignments and activities

- “Which Project?” Interactive
- Draft of Online Collaborative Project Lesson Plan: Final Project Part I
- Peer review two online collaborative projects

Participate in an online discussion

- Discuss potential problems and proposed solutions for online collaborative projects.

View video

- Passport to Knowledge: Standards

Write in online journal

- Reflect on state or local standards that the Online Collaborative Projects address.

Session 6: Concluding Thoughts and Ideas

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. This will include “field testing” their learning in this course by implementing their online collaborative projects with students.

Learners will:

- Evaluate the experience of implementing their final projects.
- Synthesize their learning in this course by revising their online collaborative projects.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge in a journal activity.
- Analyze the learning experience in this course by reflecting on their professional goals and expectations in the online journal.

Complete assignments

- Online Collaborative Project Lesson Plan Implementation: Final Project Part II
- Review, revise and submit Online Collaborative Project Lesson Plan
- Written Reflection Paper: Final Project Part III

Write in online journal

- Reflect on the experience of implementing the Online Collaborative Project.
- 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 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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