Online Collaboration Lesson

Valerie Gerdes

Walden University

Marie Larcara

EDUC-6713D-2 Integrating Technology Across the Content Areas

August 7, 2010

Online Collaboration Lesson

Introduction

Online collaboration is most important to any classroom. Students today come to class already more knowledgeable than most of their teachers in the way of technology. To support their learning and keep them engaged, teachers must bring new technology into the classroom and use it effectively. Cennamo, Ross, and Ertmer (2009) state that we teach in classrooms “with students whose expectations are that we are familiar with and comfortable teaching technological and visual literacies in addition to teaching traditional reading and writing skills” (p.190).

Lesson

Lesson Title: Informing the Public

Grade Level: Middle – 7th

Related Lessons: Blogs, wikis, letter writing, grammar

Unit: Contaminated Streams

Goals

Content Standards:

LA-07-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish (Ayers, 2008)

LA-07-02-02 Write a Variety of Expressive/Expository Pieces (Ayers, 2008)

LA-07-03-06 Incorporate Multi-Media When Appropriate (Ayers, 2008)

ISTE NETS-S

1. √ Creativity & Innovation
2. √ Communication & Collaboration
3. √ Research & Information Fluency
4. √ Critical Thinking, problem solving & decision making
5. √ Digital Citizenship
6. √ Technology operations & concepts

Action

Before-Class Preparation: Within groups, students will have needed to locate other streams r areas of contamination. Local schools around those areas will have been contacted and information gathered. Students will need to determine whether to write a letter to the newspaper/editor for publishing, create a video blog, or begin their own social networking group through online tools like wiggio.com.

During

|  |  |  |
| --- | --- | --- |
| Time | Instructional Activities | Materials/Resources |
| 15-20 minutes | Students will be instructed on outcomes required of each project  -letter  -video blog  -networking group | Rubric, information |
| 45-50 minutes | Students will break into their groups, discuss which action to take and get started. | Computers, internet, paper, networking tools, word processor, etc. |
| 10-20 minutes | Groups will share what they’ve accomplished and what has worked for them, as well as why they chose the format | Notes |

Monitor

Ongoing Assessment: For struggling groups, breakouts and small group sessions will take place allowing for students to ask questions and receive direct instruction.

Accommodations & Extensions: This activity will take place in small groups allowing students options for assignments. This will ease anxiety and stress. Groups will be able to help each other with online tools and most activities will take place within class. Extra research can be done on their own time if they are able.

Evaluations

End products will determine completion of project and be graded based on the rubric provided. Students will also grade their groups on participation and discuss what they might do differently next time.

Conclusion

While this lesson is limited in page length, it will take several days to weeks to finish these projects. Allow students the time that they need or provide alternatives for completion. “The decisions concerning the integration of technology into the writing classroom should always reflect the needs of the learners and the curriculum” according to Cennamo, Ross, and Ertmer (2009, p. 192). Since this project asks students to collaborate online with other schools, they will learn and write about similar conditions concerning contamination and open discussion on how to correct these problems making them informed citizens. Allowing these cross-curricular learning activities, we also promote and ensure English as a core subject.

References

Ayers, A. (2008, June 24). *Campbell county school district #1 curriculum*. <http://esc.ccsd.k12.wy.us/curriculum/curriculum.htm>

Cennamo, K., Ross, J. & Ertmer, P. (2009). Technology integration for meaningful classroom use: A standards-based approach.  (Laureate Education, Inc., Custom ed.). Belmont, CA: Wadsworth, Cengage Learning.

Wiggio. (2010). Retrieved August 3, 2010, from <http://wiggio.com/>