**Intel® Teach Elements:**

**Collaboration in the Digital Classroom**

**Action Plan:**

**Instructions:** Click any of the activity names in the Contents to go directly to that section. On a PC, either click or press Ctrl+click to make your selection. On a Mac, press Command+click. Type your personalized Action Plan details in the sections indicated.

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Module 1: Collaborative Classrooms

Lesson 1: Collaboration Basics

Activity 3: Collaboration Defined

**Estimated Time:** 10 minutes

How do you incorporate collaboration in your teaching currently? Think about how you could change your teaching practice to include more collaboration. Establish some goals and record them below.

My collaboration goals:

|  |
| --- |
| With students I have used literature circles with collaboration. Assigning each person a task. I would change them by having a group evaluation at the end of each rotation. |
| In projects I usually let students choose their group. I would change that by making it random every time. |
| After reading the first lesson, I would teach what collaboration is and its benefits. Students should find the value in that. |

Module 1: Collaborative Classrooms

Lesson 2: Collaboration Planning

Activity 2: Collaboration Framework

**Estimated Time:** 15 minutes

Use the framework to think about a unit in which your students collaborated. Describe the ways you may have addressed dimensions of the framework. Or, describe how the framework might enhance collaboration in the unit.

|  |  |
| --- | --- |
| **Framework Dimension** | **Description** |
| **Purpose** | *The reason for collaboration*  *The reason was to discuss literature with others to understand the different angles it can be viewed.* |
| **Type** | *The kind of collaboration—how collaborators will interact with each other*  *Pair share.* |
| **Scope** | *The length and depth of ongoing collaboration*  *I wanted the students to discuss the elements of fiction to find different meanings, to find deeper themes, and to make connections with classmates.* |
| **Collaborators** | *The individuals or groups participating in the collaboration*  *Groups would be participating* |
| **Digital Tools** | *The online and other digital tools that support collaboration*  *Students could use blogs or wikis to share ideas in a literature circle.* |

How do you think the Collaboration Framework could be useful to you?

|  |
| --- |
| The Framework would keep me focused on standards and objectives. |

Module 1: Collaborative Classrooms

Lesson 4: Collaboration Characteristics

Activity 2: Collaboration Challenges

**Estimated Time:** 15 minutes

What concerns do you have about adding or improving your collaboration experiences for students at this point? Record any challenges below. Consider how collaboration may benefit your students.

What concerns do you have about collaboration?

|  |
| --- |
| My concern is the reluctant student. When the student just doesn’t care, it hurts the rest of the group. Sometime the student can be persuaded to contribute, but I have seen some flat out refuse. |

How might collaboration benefit your students?

|  |
| --- |
| I think it will help the students in the middle of the bell curve. It will also help the shy students who have a lot to say, but are afraid to say it. It is easier to talk in a small group compared to a class discussion. |

Module 1: Collaborative Classrooms

Lesson 5: Module Review

Activity 1: Module Summary

**Estimated Time:** 10 minutes

Review your goals from [*Module 1, Lesson 1, Activity 3*](#M1L1A3)*.* Establish long-term and short-term goals for your classroom, and write your goals below. Some examples include:

* + Have students work in pairs to give feedback *(short-term goal)*
  + Have students work in small groups to research *(short-term goal)*
  + Plan a collaborative experience with another class *(long-term goal)*
  + Participate in an online collaborative project *(long-term goal)*

My short-term collaboration goals:

|  |
| --- |
| Do a mini lesson on how to collaborate. Model it, review norms, make it real. |
| Practice daily by the pair share. |
| Have students connect with a critical friend. |
|  |
|  |

My long-term collaboration goals:

|  |
| --- |
| Create opportunities for jigsawing activities. |
| Create classroom blogs/ wikis. |
| Connect with teachers abroad to have students work together on a project. |
| Connect with city/ state reps to give students real life problems to help solve. |

Module 2: A Framework for Digital Collaboration

Lesson 1: Collaboration Purposes

Activity 5: Differentiation through Collaboration

**Estimated Time:** 10 minutes

Describe your experiences with the different purposes of collaboration:

* Improved content learning
* Improved teamwork skills
* Global citizenship

|  |
| --- |
| The purpose of collaboration depends on which angle you take. Content learning deepens their understanding of the content by the questions and conversation the group expands upon. With teamwork skills, students need to focus on listening to their group members. I have found that it is a skill that must be practiced as often as possible. Being a global citizen, students must apply what they learn to communicate online. Students must have evidence to back their arguments, and be tactful when communicating. This way they will be taken seriously. |

Module 2: A Framework for Digital Collaboration

Lesson 2: Design of Collaboration Activities

Activity 1: Selection of Purposes for Collaboration

**Estimated Time:** 10 minutes

Choose a unit that you would like to make more collaborative. Review the learning objectives for your unit and brainstorm which objectives might be suitable as purposes for collaboration.

|  |  |
| --- | --- |
| **Teaching Unit** | **Objectives Suitable for Collaboration** |
| Nonfiction unit | 2a. Students will use differentiated reading strategies to analyze literary forms and interpret literary passages.  I think students would be able to use content learning collaboration. By reading autobiographies as a group and discussing students would be able to see how their peers interpret the reading and receive a deeper understanding. Listening would need to be a key element to have this collaboration work. |

Module 2: A Framework for Digital Collaboration

Lesson 2: Design of Collaboration Activities

Activity 4: Collaborators and Tools

**Estimated Time:** 20 minutes

Describe your plan for including collaboration in your unit in the table below. (Note: If you have multiple collaborative activities, with unique dimensions, you may want to create separate tables for each by copying and pasting the table for another set.)

**Note:** You will complete the Digital Tool section of your plan in Module 3.

| **Purpose** | **Scope** | **Type** | **Collaborators** | **Digital Tool** |
| --- | --- | --- | --- | --- |
| The purpose of the unit would be for students to improve process learning. | Short and medium term | Pair share, sharing responsibility, and getting/ giving feedback | Students will first collaborate with each other when creating questions then contact authors (experts) to interview. | Videoconferencing with authors of autobiographies. Asking questions about how they structured their writing and the publishing process.  Through file sharing students would be able to have other students read and receive feedback about their work. |
| **Brief Description of Possible Collaborative Activity(ies):**  I would like students to write their own autobiography after going through the process learning collaboration unit described above. | | | | |
|  | | | | |
|  |  |  |  |  |
| **Brief Description of Possible Collaborative Activity(ies):** | | | | |
|  | | | | |

Module 2: A Framework for Digital Collaboration

Lesson 3: Assessment in Collaborative Classrooms

Activity 3: Self- and Peer Assessment of Collaboration

**Estimated Time:** 10 minutes

Describe how you might use the collaboration assessments you saved.

|  |  |
| --- | --- |
| **Assessment** | **How You Will Use It** |
| Rubrics and checklists | I would use a rubric as a starting point in a project so that my students know what is expected. I would use that rubric as a self-evaluation at the end as well as my own evaluation of the students’ work. |
| Journals | Journals are an excellent way to see your students’ thought process along the way. It also is helpful for students to see where they left off. |
| Anecdotal notes | Observation notes will help me see what students are doing from day to day. It is a better way to see the whole rather than remembering what happened the last day. |

Module 2: A Framework for Digital Collaboration

Lesson 4: Module Review

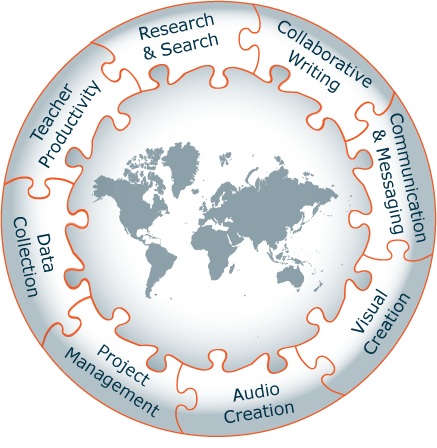
Activity 1: Module Summary

**Estimated Time:** 10 minutes

Think about the design of collaborative activities and the assessment of collaboration skills as you reflect on your learning in this module.

|  |
| --- |
| After having my students read a few excerpts of autobiographies, I will have them write their own abbreviated autobiography. I will provide them a rubric to give them a path. Collaboration will begin by students getting and giving feedback with each other. Success with this will depend on how well they listen and respond to each other. Student will keep a journal as a form of self-assessment. I want student to be able to talk to an author via videoconference to discuss the writing process. |

Module 3: Tools of Collaboration

Lesson 1: New Tools for Collaboration

Activity 3: A Collection of Collaborative Tools

**Estimated Time:** 5 minutes

What categories of tools have you already used? Which ones would you like to explore further?

|  |  |
| --- | --- |
| **Category** | **Comments** |
| Research & Search | Source citation is fabulous! 3rd- 5th grade find it easy. Bookmarking is also easily understood by my upper elementary students. |
| Collaborative Writing | I have used blogs and wikis. I am interested in spreadsheets and filesharing. |
| Communication & Messaging | I have instant messaging; I haven’t microblogged, but I do understand the concept. Video conferencing is the first on my agenda. |
| Visual Creation | I think my elementary media students would like to try this. |
| Audio Creation | As with the visual creation, elementary 4th & 5th grade, would probably find this interesting! |
| Project Management | File sharing and to do lists would be a tool I would use. |
| Data Collection | I was able to attend a conference on global information system (GIS) data collection. Interesting! |
| Teacher Productivity | Our Outlook calendar is very helpful tool with our school district. I am interested in using the lesson planner. |

Module 3: Tools of Collaboration

Lesson 2: A Closer Look at Collaborative Tools

Activity 2: Tool Access Check

**Estimated Time:** 25 minutes

View two or three categories from the Online Collaborative Tools file and try out at least one tool. What did you like about the tool(s)? What was difficult or frustrating? What tool(s) would you consider using with your students to support collaboration?

I have used Course Wikis and really like them. What I found positive is that every students is expected to respond and that give students a sense of responsibility. What is difficult is that since the whole class can see it and it is written, students may not share their whole, true feelings/ opinions since their name is attached.

Del.ici.ous is great! I took a class centered on delicious & social networking with bookmarking. I liked being able to tag and share accounts with educators. It was meaningful.

Citation generators hit the mark! I have shown my 3rd-5th grade students how to use this resource. Our district website has “Citation Machine”. I wish this were available 20 years ago.

|  |  |  |
| --- | --- | --- |
| **Category** | **Collaboration Tool and URL** | **Comments** |
| Collaborstive writing | Course wiki | What I found positive is that every students is expected to respond and that give students a sense of responsibility. What is difficult is that since the whole class can see it and it is written, students may not share their whole, true feelings/ opinions since their name is attached. |
| Social networking | Del.ici.ous | I liked being able to tag and share accounts with educators. It was meaningful. |
| Research & search | Citation machine | This is a helpful tool to teach the difficult concept of citing a source. With the aid of the cite generator, kids will hopefully more willing to do the bibliography without complaint. |

Module 3: Tools of Collaboration

Lesson 2: A Closer Look at Collaborative Tools

Activity 3: The Best Tool for the Job

**Estimated Time:** 15 minutes

Choose one or more tools to complete the Digital Tool section of your collaboration plan. In [*Module 2, Lesson 2, Activity 4*](#m2l2a4), identify the tool(s) and briefly describe how you will use them. Make any other changes as needed.

Module 3: Tools of Collaboration

Lesson 3: Collaborative Tools for Your Future

Activity 2: Discover New Tools

**Estimated Time:** 5 minutes

How will you learn about new tools and new ways to collaborate online?

|  |
| --- |
| I would like to follow a microblog such as Twitter with a tech educator. I would like to try teachertube.com to watch the technology be used and meet with teachers who are also interested in technology. |

Module 3: Tools of Collaboration

Lesson 4: Module Review

Activity 1: Module Summary

**Estimated Time:** 10 minutes

Think about the role of online collaborative tools for your classroom as you reflect on the learning from this module.

|  |
| --- |
| I am realizing how easy it is to include online collaboration! It seems like a big scary task, but really, students are already used to thinking and working digitally. It isn’t a huge leap. I feel like I have to be more open to this way of life. This year has been a big change for me coming from the paper and pencil classroom to the library media specialist. It is freeing to trying new things and be supported in all directions. Other teachers are eager to try things and just want me there to have as a back up. It is collaboration in teaching and student learning. Thank you for this opportunity! |

Module 4: Collaboration Strategies

Lesson 1: Effective Digital Communication

Activity 3: Peer Mentoring

**Estimated Time:** 20 minutes

Review and reflect on methods to help students be more effective at sharing ideas, giving and receiving feedback, and mentoring peers. Which strategies might you use with your students in each area?

|  |  |
| --- | --- |
| **Type of Collaboration** | **Strategies** |
| **Sharing Ideas** | I think I would have my older elementary students share ideas with a wiki. A safe social networking site would be nice, but I would have to constantly monitor it. |
| **Giving and Receiving Feedback** | I like the idea of students no t only editing each other’s work for convention, but editing the content. It deepens their understanding and let them express their opinions. |
| **Mentoring Peers** | I have seen peer mentoring in action, and it is amazing! I would love to buddy up students in the computer lab, and explain to the older students they must “think aloud” how they trouble shoot. |

Module 4: Collaboration Strategies

Lesson 2: Confident Digital Collaborators

Activity 3: Collaboration and Digital Literacy

**Estimated Time:** 10 minutes

Describe the methods you will use to teach your students collaboration and communication skills for your collaborative activities.

|  |  |
| --- | --- |
|  | **Instructional Strategies** |
| **Collaboration** | I would model and do a few mini lessons on effective collaboration. I would have them “play act” a collaboration session. |
| **Communication** | I would review with my students, no matter what age, that they need to remember their audience. Texting friends can be abbreviated. But when it comes to assignments and important emails, they must use proper sentence structure and conventions. |

Module 4: Collaboration Strategies

Lesson 3: Ethical Digital Collaboration

Activity 2: Copyright and Fair Use

**Estimated Time:** 20 minutes

Describe ways in which you can help your students become responsible digital citizens.

|  |
| --- |
| I would practice being a responsible digital citizen by teaching students how easy citation is with online generators. I would show them some real life cases that ordinary people were taken to court over copyright infringement. The discussions wouldn’t be a one time event. I would try to talk about it as much as possible. It would be a requirement that students would HAVE to have a work cited page. I would further teach them how to hyperlink their sources so students would have more responsibility showing me where they found their sources. The Creative Commons, Public Domain and Fair Use policies should be taught at least by 5th grade and should be touched upon every year after. I really like the Anti-Plagiarism checklist. It is very concrete for students. I would use this document.  Treating people as you would want to be treated needs to be addressed as students do not “see” the person they are communicating with. The consequences can be devastating. |

Module 4: Collaboration Strategies

Lesson 4: Module Review

Activity 1: Module Summary

Estimated Time: 10 minutes

Think about how you will help your students become skilled and ethical online collaborators as you reflect on your learning from Module 4.

|  |
| --- |
| I think being ethical definitely has to be modeled by a person that the students respect. It needs to be done bit by bit over time so it becomes a natural part of their thinking. By showing them what plagiarism is and how you can properly use information, it doesn’t have to be a difficult task to cite your work. Reminding students how they would feel if their work was unlawfully used may put into perspective how important it is.  Cyberbullying has taken over lives of the victims in some cases. As teachers we need to do our best teaching empathy. I know community police officers talk to students about internet safety and cyberbullying. It makes quite an impression on students. |

Module 5: Supporting a Collaborative Classroom

Lesson 1: Safe Collaboration

Activity 2: A School’s Defense

**Estimated Time:** 15 minutes

If your school has an AUP, do you know its requirements and policies? Review your project and plan for collaborative tools to ensure you are complying with all aspects of the AUP—or with best Internet practices. Describe how you will support the school’s AUP and help your students be safe when using the Internet.

|  |
| --- |
| To keep my students safe on the internet, I will teach Internet Safety right in the beginning of the year. This past year I taught it to the 4th and 5th grade students. I am realizing that I need to teach it in the earlier grades as well. Students are not allowed in the computer lab without an adult present, and our district has talked seriously about having students login in with a username and password. |

Module 5: Supporting a Collaborative Classroom

Lesson 2: Collaborator Support

Activity 2: Answer Resources for Collaborators

**Estimated Time:** 15 minutes

Open the Collaboration Checklist and use the highlight tool to identify the sections of the checklist that apply to your project. How will you communicate the project details to the collaborators? Describe your communication plan.

|  |
| --- |
| This is a great checklist. What I would use to communicate to my collaborating students would be a wiki site. This way, students would be able to keep going back to it. Having a task checklist would help students stay focused; also to inform them that an on-going self (& group) assessment will let them know what is expected. I would present this all in the beginning of the unit to give a start in the right direction. |

Module 5: Supporting a Collaborative Classroom

Lesson 3: Technology Management

Activity 2: Technology-Ready Students

**Estimated Time:** 10 minutes

What activities, procedures, or student support will you create or incorporate into your classroom routines to help your students become self-directed technology users?

|  |
| --- |
| Troubleshooting activities would be a good start. I could make students experts. I like the idea of having someone be the paper jam expert, the ink cartridge changer, etc. I would first teach, then expect them to turn on & shut off computer, save without being told, and teach them to constantly evaluate web pages. It’s those little things that can bog down a teacher and class. I would teach them organizational tools such as wikis and social bookmarking. These are timesavers! |

Module 5: Supporting a Collaborative Classroom

Lesson 4: Unexpected Challenges

Activity 2: Collaboration Issues

**Estimated Time:** 10 minutes

What technology or collaboration issues do you expect to encounter? Brainstorm solutions or prevention plans in case you are faced with these issues.

|  |  |
| --- | --- |
| **Technology or Collaboration Issue** | **Solutions and Prevention Plans** |
| Students missing class | I would create an alternate assignment. I don’t want them to miss out on vital standards. |
| Internet connection not strong | In the country the internet isn’t always reliable. I would have students fill out the paper work if the connection is out and have them do a mock run, asking them what they will do to improve it. I would have students practice troubleshooting all areas even though we knew it was a poor connection. |
| Not enough computer equipment | This I can see happening. Students will have to take turns, and it will have to be the teams that are the most prepared. I would expect groups to have plans in hand, and they would need to be efficient so other groups can follow in a timely manner. |

Module 5: Supporting a Collaborative Classroom

Lesson 5: Module Review

Activity 1: Module Summary

**Estimated Time:** 10 minutes

Think about how you will support the collaborators and manage the technology in your projects as you reflect on the learning from this module.

|  |
| --- |
| There are so many variables when using technology. This module was a good review on having a plan B when things go wrong because once in a while they do. I think it is important for students to see us modeling keeping our cool when technology turns on us. Keep a clear head and you can figure it out. |

Course Wrap-Up

Summary

Activity 2: Course Reflection

**Estimated Time:** 15 minutes

Revisit the goals you set for collaboration in your classroom from [*Module 1, Lesson 5, Activity 1*](#M1l4a1)*.* Write about your progress toward those goals.

|  |
| --- |
| Collaboration now means something different than a few weeks ago. My goal then was to group them randomly. Now when I hear collaboration, I think about strategic roles, experts, rubrics, mini lessons modeling what is expected and checklists. I have always used rubrics, self assessments and group assessments which make students accountable. |

What new goals do you have for collaboration in your classroom?

|  |
| --- |
| The new goals I have are to try the technology that I was basically afraid wouldn’t work for me. We are luck y that students most likely have tried some of this technology and can pick it up easily. They are digital natives, and it is comforting when one is already an expert or is willing to try. I cannot be afraid of failing. I think my first step is to team up with a teacher who is willing to try these technologies and being the media special I’ll be there tag teaming it. |