

Know, Understand, Do

(What I want my students to know, and understand, and do.)

Unit Topic: Online Collaboration and Knowledge Sharing**By completing this unit, students will...**

Know (facts, formulas, vocabulary – written in terms or phrases)	<ul style="list-style-type: none"> • The demographics of millennial learners • The benefits of collaborating online • Various online technology tools that support online collaboration
Understand (concepts, principles, generalizations –written as ideas or complete thoughts)	<p>It's important to understand that....</p> <ul style="list-style-type: none"> • Millennial learners have different preferences in the way they are motivated and attentive to new information • Millennial learners have different ways they process and learn information to gain knowledge • When people collaborate to create a document, the end result is richer content in a convenient and timely manner due to more than one contributor. • The purposes of the different types of online collaboration tools and why one tool would be good over the others based on the need of the creator or audience
Do (skills, thinking skills – starts with a verb)	<p>Students will be able to....</p> <ul style="list-style-type: none"> • Create a collaborative document using a wiki in Wikispaces • Create a collaborative document using GoogleDocs • Create a set of bookmarks using Delicious, a social bookmarking website • Subscribe to content using an aggregator • Create a homepage to create a personal learning environment • Create a collaborative document using a blog in Blogger • Participate in a live blog in CoverItLive • Create a webcast to teach a concept to a global audience

Decision 1: Student Learning Map of Unit

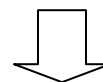
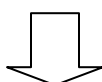
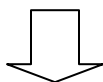
(Provides teachers with the concepts prior to planning and provides students with a map of the unit.)

Unit Topic: Online Collaboration and Knowledge Sharing
Subject: Emerging Technologies

Days: 9
Grade: 9-12

Key Learning (Big Idea): Students will learn how to create, reflect, share, organized and broadcast in a collaborative manner with various Web 2.0 tools. Through this collaboration, students will realize the importance and power of social learning.

Unit Essential Question: How can we create, reflect, share, organize and broadcast in a collaborative environment using Web 2.0 tools?



<p>Concept: Wikis – Create Content</p> <p>Standard/Anchor: NETS 2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none">a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.c. develop cultural understanding and global awareness by engaging with learners of other cultures. <p>NBEA Communication</p>	<p>Concept: Google Docs – Collaborate on Content</p> <p>Standard/Anchor: NETS 2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none">a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.d. contribute to project teams to produce original works or solve problems. <p>NBEA Communication I. Foundations of</p>	<p>Concept: Social Bookmarking – Share Content</p> <p>Standard/Anchor: NETS 2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none">a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. <p>NBEA Information Technology I. Impact on Society Achievement Standard: Assess the impact of information technology in a global society. Level 3: Use information technology skills in today's learning.</p>
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<p>I. Foundations of Communication</p> <p>Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.</p> <p>D. Written Communication</p> <p>Level 3: Identify factors affecting the readability of text.</p>	<p>Communication</p> <p>Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.</p> <p>D. Written Communication</p> <p>Level 3: Apply a variety of specific proofreading techniques to identify and correct errors.</p> <p>IV. Technological Communication</p> <p>Achievement Standard: Use technology to enhance the effectiveness of communication.</p> <p>Level 4: Collaborate with students and business professionals via the Internet to acquire needed expertise to solve specific problems.</p> <p>Information Technology</p> <p>V. Productivity Software</p> <p>Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.</p> <p>Level 3: Use the collaborative features of productivity software to accomplish organizational tasks.</p>	
<p>Lesson Essential Question(s):</p> <p>What is a wiki?</p> <p>What is the purpose of a wiki?</p> <p>How are wiki pages created?</p>	<p>Lesson Essential Question(s):</p> <p>What are GoogleDocs?</p> <p>What are the advantages of using GoogleDocs?</p> <p>How is learning changed in collaborative environments?</p>	<p>Lesson Essential Question(s):</p> <p>What is social bookmarking?</p> <p>What are the advantages of using social bookmarking?</p> <p>How is the social aspect of social bookmarking beneficial to our school research?</p>
<p>Vocabulary:</p> <p>Wiki</p> <p>Widget</p>	<p>Vocabulary:</p> <p>GoogleDocs</p> <p>Word processor</p>	<p>Vocabulary:</p> <p>Bookmarks</p> <p>Social bookmarking</p>

History Revision Collaboration	Spreadsheet Presentation Form Creator Viewers Editors Permissions	Network Tag Add-on
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<p>Concept: RSS, Feedburners, and Aggregators – Subscribe to Content</p> <p>Standard/Anchor: NETS 2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>NBEA Information Technology I. Impact on Society Achievement Standard: Assess the impact of information technology in a global society. Level 3: Use information technology skills in today's learning.</p> <p>Information Technology V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. Level 3: Research advanced software functions using knowledge-based tools (e.g., user communities, RSS feeds, tech support).</p>	<p>Concept: Blogs – Reflect on Content</p> <p>Standard/Anchor: NETS 2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>NBEA Communication I. Foundations of Communication Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels. D. Written Communication Level 4: Compose appropriate messages for specific audiences.</p> <p>IV. Technological Communication</p>	<p>Concept: Webcast – Broadcast Content</p> <p>Standard/Anchor: NETS 2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems.</p> <p>NBEA Communication IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Level 4: Demonstrate the ability to use video broadcasting.</p>
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	<p>Achievement Standard: Use technology to enhance the effectiveness of communication.</p> <p>Level 3: Use synchronous and asynchronous collaboration tools, such as discussion boards, portals, blogs, and wikis to facilitate group work.</p>	<p>Information Technology VI. Interactive Multimedia</p> <p>Achievement Standard: Use multimedia software to create media rich projects.</p> <p>Level 3: Use the collaborative features of productivity software to accomplish organizational tasks.</p>
<p>Lesson Essential Question(s): What is RSS?</p> <p>What is an aggregator?</p> <p>What are the advantages of using RSS feed and aggregators?</p> <p>How can a homepage be created as a personal learning environment?</p>	<p>Lesson Essential Question(s): What is a blog?</p> <p>How can we use blogs to learn and teach?</p> <p>What is the different between an asynchronous blog and a synchronous blog?</p>	<p>Lesson Essential Question(s): What is a webcast?</p> <p>How can we learn from webcasts?</p>
<p>Vocabulary: RSS Web Feed Feedburner Subscription - Web syndication FeedReader - Aggregator</p>	<p>Vocabulary: blog post blogger comment RSS icon asynchronous synchronous</p>	<p>Vocabulary: webcast broadcast web media</p>

Additional Information (Materials): See all materials listed in Course Moodle and Lesson Plans.

Decision 2: Culminating Activity

(Activity that students will do with the unit's concepts and skills to demonstrate mastery.)

Unit Topic: **Online Collaboration and Knowledge Sharing**

Title/Concept	Create a Wiki as an E-Portfolio of the Course
Culminating Activity Essential Question	How can a wiki be created to be a learning space for a global audience?
Paragraph Description	Students will create their own wiki page on the Course Wiki with all their created works in this course along with creating a certain aesthetics according to the personal learning environment they want to share with others.
Mini-Lesson (Quick lesson prior to activity.)	Students will go through the wiki lesson on Moodle.
Time (In Days)	1 plus all throughout course as they add each lesson's content
Steps or Task Analysis (Details of activity.)	<p>A. Watch Wikis in Plain English video.</p> <ol style="list-style-type: none"> 1. What is a wiki? 2. What is the purpose of a wiki? 3. How are wikis created? 4. Who created the first wiki? <p>B. Peruse over Wiki Design Principles to learn good design tips when creating your wiki.</p> <p>C. Read Wiki Etiquette to learn how to be respectful and proper in a wiki environment.</p> <p>D. One place to create a wiki is at wikispaces.com. Go to this site and search for a wiki that you may be interested in reading. Type your topic in the white area marked Search Wikispaces.</p> <ol style="list-style-type: none"> 1. The wikispaces.com Blog and Help can both help you when creating your wiki. 2. You will place widgets on your wiki page to add information, theme, and aesthetics to your learning place. The Widget Instructions will help you do this task.

	<p>E. You will be working on your Wiki page during the course. Today let's begin by adding the following content to your wiki page.</p> <ol style="list-style-type: none"> 1. Title - Welcome people to your Emerging Technologies Wiki Page 2. Insert an image from Morgue File. Crop and change the image and then copy the html code and insert it as a widget to give attribution to the image on your wiki page. 3. Voki 4. Embed your GoAnimate video as a widget in your wiki page - Type the title of your video and a brief description of what part of the PASD AUP it is addressing. Place this text above your GoAnimate video widget.
Summarize/Share	Students will visit each other's wiki page and offer students "Praise & Polish" feedback.
Differentiation	Past student wiki page examples, Help feature in Wikispaces, resources on Course Moodle
Revise/Review	
Resources & Materials	<p>Course Wiki – http://wiscountpahs.wikispaces.com/ Resources listed in Wiki Lesson Plan in Decision #6 – Lesson One Resources in Course Moodle – Wiki lesson</p>

Decision 3: Rubric for Culminating Activity

Unit Topic: Online Collaboration and Knowledge Sharing

Emerging Technologies Wiki Rubric – Electronic Portfolio

Name:

Pd.:

Date:

Emerging Technologies Wiki Rubric		
Criteria	Possible Points	Points Earned
Welcome to your Emerging Technologies Wiki Message on Top of Wiki page with your first name – for example: Welcome to John's Emerging Technologies Wiki Page	1	
Voki near top of wiki page by Welcome message	1	
Photo from Morgue File with Attribution link	2	
Embed one widget to create an atmosphere for learning	1	
Embed on widget to help you build your PLE	1	
Delicious Social bookmarking cloud ☺ or link – for example: My Delicious Bookmarks	2	
Google Docs with title	2	
Google Docs Live form with title	2	
Group webcast with title	2	
Xtranormal video with title	2	
Comic with title	2	
Prezi with title	2	
Mixbook with title	2	
Audio Podcasts (2) with the title: My Favorite Quotes	3	
Video Podcast with title	2	
QR Code for video podcast with instructions	2	
Formatting - text formatting and placement of content on wiki page	3	
Spelling, Capitalization, Punctuation, Grammar	3	
Comprehensive - all content PLUS TITLES on this rubric are placed on your wiki page	2	
Total	37	

Remember: All spelling/capitalization/punctuation/grammar needs to be correct. This is an expectation on any webpage!

Decision 4: Student Assessments #1

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Online Collaboration and Knowledge Sharing

Title	Create Google Doc (Word processing file, presentation, or spreadsheet) & Google Form
Description	Students will create two Google Docs: 1. Their choice of word processing file, presentation, or spreadsheet) with another students 2. A form
Time (In Days)	2 ½
Differentiation	Students will work in pairs; resources on Course Moodle, Help in Google Docs, Student examples, Peer help, chunking the assignment
Revise/Review	
Resources & Materials	The resources listed in the Google Docs lesson plan in Decision #6. Resources in Course Moodle – Google Docs unit

Directions & Rubric

Create a Google Doc - Directions & Rubric:

[your choice of word processor (minimum 200 words), presentation (6 slides - title, 4 content, 1 summary), or spreadsheet (data you found about plagiarism, public domain, or copyright infringement, with a graph)]

Copy & Paste the website URL (address) where you found the information you used in your Google Doc. Word process place at bottom, Presentation place on last slide, and spreadsheet place in bottom cell.

1. Create a Google Doc with a partner about one topic in the US Copyright & Fair Use Act Lesson (inside the Cyber Safety & Citizenship Unit). You can use the **Google Docs instructions** for step-by-step guidelines along with screen prints.

- a. After you are finished, **share your Google Doc** with your partner & the instructor by adding these people as **editors using their gmail addresses** (you will find that I shared this form with you in your Google Docs)
- b. **Ask partner to add content & comments to your GoogleDoc**
- c. **Add content and comments to your partner's GoogleDoc**
- d. **Review what the collaborators added and commented to your GoogleDoc, and revise where necessary**
- e. When your GoogleDoc is complete, add the all the other classmates (not your partner, teacher, or yourself) as **viewers** of your GoogleDoc
- f. **Embed** your Google Doc on your wiki page
- g. **Visit/Watch/Read all your classmates finished GoogleDocs**

2. Create a GoogleDoc Form - You cannot mirror the teacher example - NO "favorite" questions!!!! 😊

(Title [use title case], Direction/Intention or Purpose, Five total questions (at least three different question types plus the fifth question asking for Additional Comments [paragraph type] to collect data.

Make all your questions required to answer except the Additional Comments Question.

Add a design.

Proofread for English conventions.

- a. Embed your form on your wiki page
- b. Go to all your group members' forms and complete each of their forms. Feel free to go to other classmates' forms to complete their surveys on their wikis
- c. Share your collection of data with your group members by adding them as **viewers** to your form, not collaborators
- d. Share your collection of data with the instructor by adding Mrs. Wiscount as an **editor**
- e. Copy and paste **three hyperlinks** (Google Doc, Google Live Form, Google Form Spreadsheet) with correct words on Moodle assignment - See examples on discussion forum in Google Docs block on Moodle

To hand in assignment, go to assignment link on Moodle –

- 1. Create a link for your GoogleDoc link with correct words
- 2. Create a link for your GoogleDoc LIVE form link with correct words
- 3. Create a link for your GoogleDoc form link with correct words
- 4. Print out Google Docs Assignments I & II Rubric; complete top and hand into teacher basket

3. When you finish **both** assignments, **experiment with Google Docs Drawing application.**

GoogleDocs Assignments I (Doc) & II (Form) Rubric

Name: Period: Date:

Creating & Collaborating with GoogleDocs

Criteria	Possible Points	Points Earned
Google Doc (document, presentation, or spreadsheet)		
Created a GoogleDoc on a US Copyright or Fair Use Lesson Topic with both Quantity & Quality (see minimum lengths) with source URL	5	
Invited editors (partner & teacher) to contribute to your GoogleDoc	2	
Monitored your editors' contributions & collaborated/chat with comments	2	
Added content and comments/chat to your partner's GoogleDocs	2	
Invited other class members as viewers	1	
Embedded Google Doc in wiki	1	
Live Form & Spreadsheet		
Created a formatted form on GoogleDocs	5	
Invited other classmates as viewers; added teacher as editor	2	
Embedded Live Form in wiki	1	
Correct Conventions – Spelling, Capitalization, Punctuation, and Grammar		
Added three links (Google Doc, Google Live Form, Google Form Spreadsheet) with correct words on Moodle assignment	1	
Total Points	25	

To hand in assignment, go to assignment link on Moodle –

1. Create a link for your GoogleDoc link with correct words
2. Create a link for your GoogleDoc LIVE form link with correct words
3. Create a link for your GoogleDoc form link with correct words
4. Print out Google Docs Assignments I & II Rubric; complete top and hand into teacher basket

Decision 4: Student Assessments #2

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Online Collaboration and Knowledge Sharing

Title	Organize Bookmarks in a Social Bookmarking Site
Description	Students will create an account in the Delicious social bookmarking site and bookmark sites with appropriate tags and then place a Delicious social bookmarking tag cloud widget on their wiki page.
Time (In Days)	½
Differentiation	Student examples, resources on Course Moodle, Help feature in Delicious social bookmarking site, Peer help, chunking the assignment
Revise/Review	
Resources & Materials	Resources in Course Moodle Resources listed in Social Bookmarking lesson plan in Decision #6 www.delicious.com

Directions & Rubric

1. Visit the [delicious](http://delicious.com) website. Use the *Delicious Social Bookmarking* step-by-step instructions on Moodle.
 1. **Create an account** in Delicious and add the FireFox Delicious Add-ins (three Delicious tools for Firefox toolbar)
 2. Save the **three Teacher & Student Copyright & Fair Use Guideline Chart links** from the Digital Storytelling Unit/Copyright & Fair Use Lesson using the tags "copyright" and "fairuse"
 3. Save **six of your favorite bookmarks with appropriate tags**
 4. Search for other people's bookmarks by either searching a **specific tag** that you created in # 3 or a tag that you will create & add one of the bookmarks from another Delicious member not in the class
 5. Add one person's bookmarks from the class **to your network**
 6. Add your delicious bookmarks cloud (you need a minimum of ten tags for Delicious to generate a cloud) to your wiki using the embedding code **or** a link to your Delicious account with the **My Delicious Bookmarks** as the hyperlink text

Social Bookmarking Rubric:

Social Bookmarking Rubric		
Criteria	Possible Points	Points Earned
Joined Delicious	1	
Saved the <u>3 Copyright & Fair Use Charts links</u> in Digital Storytelling Unit - Copyright & Fair Use Lesson with the two tags in # 2	6	
Saved <u>6 favorite bookmarks with appropriate tags</u>	6	
Save <u>1 bookmark from another Delicious user not in the class</u> by searching one of your tags	1	
Add one classmate's bookmarks to your <u>network</u>	2	
All bookmarks are school appropriate	2	
Add your Delicious cloud/link to your wiki	2	
Total Points	20	

Decision 4: Student Assessments #3

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Online Collaboration and Knowledge Sharing

Title	Collect RSS Subscriptions in an Google Reader Aggregator & Create an iGoogle Homepage
Description	Students will subscribe to blog RSS feeds in a Google Reader & create a homepage as a personal learning environment (PLE) using iGoogle.
Time (In Days)	2
Differentiation	Peer help; student and teacher examples, chunking assignment, Help feature in Google Reader; Help feature in iGoogle, Course Moodle resources
Revise/Review	
Resources & Materials	Google Reader iGoogle www.technorati.com

Directions & Rubric

Create your own aggregator on [Google Reader](#)

5. Go to [technorati](http://www.technorati.com) to find blogs that you would be interested in reading posts on a daily basis. Subscribe to three (Add 1 news blog) RSS feeds for topics that you choose to follow.

Let's Bring It All Together...

6. Click to read What is [iGoogle?](#) on the course Moodle page.

7. Watch the *iGoogle video* by Google.

8. Create your own [iGoogle](#) page. Choose a theme.

9. Add your RSS feeds, gadgets that will help you in school/home/work, news feeds, and personal picks for information to come to you!

- Add a GMail, GoogleDocs, GoogleReader, Delicious, and Moodle gadgets to your iGoogle page
- Add five more RSS feeds about something that you are interested...remember to select with school appropriateness in mind
- Rearrange your information blocks to your personal preference.

RSS & Aggregator Rubric		
Criteria	Possible Points	Points Earned
Created a Google Reader aggregator page with the following Components:		
Subscribed to three blog RSS feeds your found in your Technorati search, with one being a news blog	3	
Created a iGoogle page:		
Created and iGoogle page with a theme	2	
Add the following gadgets: <ul style="list-style-type: none"> • GMail • GoogleDocs • GoogleReader • Delicious • Moodle 	5	
Add a minimum five more gadgets that interest you	3	
Content arranged on iGoogle page looks appealing	1	
All content was school appropriate	2	
Total Points	16	

Decision 4: Student Assessments #4

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Online Collaboration and Knowledge Sharing

Title	Blog Assignment
Description	Students will participate in blogs in three ways: 1. Asynchronous – outside blog 2. Asynchronous – Course blog 3. Synchronous - CoverItLive
Time (In Days)	2
Differentiation	Peer help, student examples, Help in Blogger, Course resources in blog lesson, chunking assignment
Revise/Review	
Resources & Materials	http://pahsemergingtechnologies.blogspot.com/ www.coveritlive.com Resources in Course Moodle – Blog lesson Resources listed in Blog lesson plan – Decision #6

Directions & Rubric

1. Find a blog on **technorati** or the [Washington Post Blog Directory](#) you are interested in, are knowledgeable, or have experience. Log in as your Google account. **Add a comment and print out the comment on blog posting.**
 2. Click on our asynchronous **PAHS Emerging Technologies blog**, read the post, and make a comment. Sign in using your gmail account username and password.
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3. Peer assess your classmates' comments according to **Blog Etiquette** and **Blog Do't & Don'ts**. Email each member of your GoogleDocs with your praise and suggestions for polish. Copy me (cc😊 on the emails.
 4. Learn how to create your own personal blog using **blogger.com** using [Blogger Help](#) or **Blogging Instructions**.
 5. Experience a synchronous blog in [CoverItLive.com](#). You can click on the event in your invitation email to the session. Each student will blog throughout the live blogging session.

Blogging Rubric	
Criteria	Possible Points
Commented on outside blog - hand into teacher	2
Commented on PAHS ET blog - 1st posting	2
Peer assessed your group members' comments	2
Commented in CoverItLive blog	2
Commented on PAHS ET blog - 2nd posting	2
Used proper blogging etiquette when commenting on blogs	2
Correct English Conventions	2
Total points	14

Each blog posting must be made with correct English conventions and obeying blogging etiquette.

Decision 4: Student Assessments #5

(How students will indicate learning and understanding of the concepts in the unit.

Note: Can have multiple assessments, one on each page.)

Unit Topic: Online Collaboration and Knowledge Sharing

Title	Create a Webcast
Description	Students will create a webcast, in a group, about any concept learned in the course up to this point.
Time (In Days)	1
Differentiation	Peer help, work in groups, student examples, Course Moodle resources
Revise/Review	
Resources & Materials	Course Moodle Resources www.divshare.com Resources listed in webcast lesson plan in Decision #6. Flipcams Cell phones

Directions & Rubric

1. **Film a movie** (using flipcams or cell phone) of a message you and your group members (2 Google Docs pairs) plan. It only has to be 30-seconds. The subject will be about one concept you learned so far this marking period - make sure it is a good message, your skit & filming are unique and creative!
2. **Use this movie to create a webcast.** You and your group members can video the movie with one of the flipcams.
 1. **Upload the video** when it is approved by all members to divShare. You will have to create an account and then add the video to your wiki as a link (My Group's Emerging Technologies Commercial). *Make sure you add a title, description, and tags!*
 2. **Place the webcast on each of your wikis** by embedding the webcast with the embedding code that you copy from teachertube.
3. **Be a part of a live webcast** and view it on [my channel](#).

Webcast Rubric	
Task	Possible Pts.
Created a 30-second video with group members about one concept you learned so far this marking period - good message, unique, creative	10
Upload the video to divShare, add the descriptive data to the video profile, & get the embedding code	3
Embed the webcast to every group members' wiki pages	1
Total Points	14

Decision 5: Launch Activity

(Develops student interest by providing hook to motivate and link to prior knowledge.)

Unit Topic: Personal & Private Information

Launch Activity Essential Question or Name of Activity	How do we create, share, subscribe, reflect, and broadcast content with Web 2.0 tools?
Description	The students will be introduced to collaborative ways students can connect and network to create content to a broader audience.
Time (Days)	½
Mini-Lesson (Quick lesson prior to activity.)	Have the students take a Technology Proficiency Quiz to see what their prior skills, knowledge, and experiences are with Web 2.0 tools in their digital environment.
Steps or Task Analysis (Details of activity.)	<p>Have students:</p> <ul style="list-style-type: none"> • Discuss what the results were to their Technology Proficiency Quiz • Watch The Networked Student on YouTube by wdrexler - http://www.youtube.com/watch?v=XwM4ieFOotA • Diagram the connections that students can make to find content/information they need to accomplish a certain task
Summarize/Share	Students will realize the power of connection/collaboration/networking in their 21 st century digital world. Have students visit examples of wikis, blogs, webcasts, Google Docs, RSS aggregators, iGoogle pages, and social bookmarking.
Differentiation	Peer discussion, independent technology proficiency test (no right or wrong)
Revise/Review	
Resources & Materials	<p>Examples of collaborative content online</p> <p>The Networked Student by wdrexler - http://www.youtube.com/watch?v=XwM4ieFOotA</p>

Decision 6: Acquisition Lesson #1

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Online Collaboration & Knowledge Sharing: Wikis - Create Content

Standards:

NETS

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.

NBEA

Communication

I. Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

D. Written Communication

Level 3: Identify factors affecting the readability of text.

Lesson Essential Question	What is a wiki? What is the purpose of a wiki? How are wiki pages created?
Time (In Days)	1 plus throughout the course – Each student will showcase his/her work on their individual wiki page.
Activating Thinking (Hook to motivate, link to prior knowledge)	Show the video, Wikis in Plain English
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	Wiki Widget History Revision Collaboration
Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson	Students will: <ul style="list-style-type: none">After watching <i>Wikis in Plain English</i> video.<ol style="list-style-type: none">What is a wiki?What is the purpose of a wiki?How are wikis created?Who created the first wiki?Peruse over <i>Wiki Design Principles</i> to learn good design tips when creating your wiki.Read <i>Wiki Etiquette</i> to learn how to be respectful and proper in a wiki

	<p>environment.</p> <ul style="list-style-type: none"> • One place to create a wiki is at wikispaces.com. Go to this site and search for a wiki that you may be interested in reading. Type your topic in the white area marked <i>Search Wikispaces</i>. <ol style="list-style-type: none"> 1. The <i>wikispaces.com Blog and Help</i> can both help you when creating your wiki. 2. You will place widgets on your wiki page to add information, theme, and aesthetics to your learning place. The <i>Widget Instructions</i> will help you do this task. • You will be working on your Wiki page during the course. Today let's begin by adding the following content to your wiki page. <ol style="list-style-type: none"> 1. Title 2. Voki 3. One widget that interests you
Summarizing Strategies (Learners summarize and answer LEQ)	<p>How can we learn from wikis? Who are our teachers in a wiki environment? What are the advantages of learning from a wiki?</p>
Extending/Refining Activities	Students will use safe online behavior and practices in this course.
Assignment and/or Assessment	Answer questions in lesson on Moodle in instruction, however, think about creating a pledge for students to stay safe online – or movie
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.
Differentiation	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: Create a Wiki Computers Internet connectivity</p> <p>Files: Place a widget on a wiki or blog.doc</p> <p>Videos: Wikis in Plain English f www.teachertube.com/viewVideo.php?...Wikis_In_Plain_English</p> <p>Sites: Course Moodle</p>

	http://en.wikipedia.org/wiki/Wiki http://wiscountpahs.wikispaces.com/ http://wiscountpahs.wikispaces.com/Emerging+Technologies http://en.wikipedia.org/wiki/Ward_Cunningham http://c2.com/cgi/wiki?WikiDesignPrinciples http://www.jspwiki.org/Wiki.jsp?page=WikiEtiquette http://help.wikispaces.com/ http://www.wikispaces.com/user/my/mwiscount http://blog.wikispaces.com/ http://www.voki.com
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Create a Wiki File for Widget

Technology Task 4 – Add a Widget to a Blog or Wiki

1. Open a Firefox or Internet Explorer Web browser.
2. Open your blog (edit HTML) or wiki (edit).
3. In the URL box, type a URL for widget codes. Here are a few examples:

[Create a Voki](#) - a talking avatar that gives your wiki the personal touch

[Spell with Flickr](#) - spell words using pictures that are stored on www.flickr.com

[Timeline](#) - many timelines that can be embedded into a wiki

[Widget Gallery](#) - search through mini widgets

[Widgetbox](#) - a widget storehouse

[Geovisite](#) - a counter widget that also shows geo tracking

[Who's Among Us?](#) - Who is on your website/wiki and where are they located?

[ClustrMap](#) - locate visitors to your wikiType a user name, password, and email.

[TeacherTube](#) or [YouTube](#) - videos

[Widgetop](#) – your Web desktop

[Widget](#) - ReadWriteWeb

4. Find what you want to embed in your blog or wiki and look for the html embedding code.
5. Make the setting decisions that are offered.
6. Copy the html code for the widget.
7. In the blog, paste the code in the Edit HTML box and in the wiki, Click on Embed Widget and paste the HTML into the wiki.
8. Publish the blog posting or save the wiki. You will be able to see the widget with the widget interface.
9. Remember....widgets should be related to theme and/or content. Also, widgets can help personalize, customize, and energize your blogs and wikis!

Decision 6: Acquisition Lesson #2

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Online Collaboration & Knowledge Sharing: GoogleDocs – Collaborative Content

Standards:

NETS

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

NBEA

Communication

I. Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

D. Written Communication

Level 3: Apply a variety of specific proofreading techniques to identify and correct errors.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 4: Collaborate with students and business professionals via the Internet to acquire needed expertise to solve specific problems.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Level 3: Use the collaborative features of productivity software to accomplish organizational tasks.

Lesson Essential Question	What are GoogleDocs? What are the advantages of using GoogleDocs? How is learning changed in collaborative environments?
Time (In Days)	3
Activating Thinking (Hook to motivate, link to prior knowledge)	Show the video, GoogleDocs in Plain English
Acceleration/Previewin	GoogleDocs Word processor

g (Preview of key vocabulary, concepts, and skills prior to learning)	Spreadsheet Presentation Form Creator Editor Viewers Collaborator Permissions
Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson	<p>Students will:</p> <ol style="list-style-type: none"> 1. Complete the form at the GoogleDocs Form created by teacher link on Moodle. 2. Watch the video Google Docs in Plain English by Lee Lefever of Common Craft 3. Visit What is Google Docs? 4. Read Create & Share Your Google Docs link on Moodle. 5. Watch the video Google Docs Intro for Students in Six-Minutes by govandlaw 6. Create a GoogleDoc (your choice of word processor, presentation, or spreadsheet) about one topic in the CyberSafety & Identity Unit. You can use the GoogleDocs instructions for step-by-step guidelines along with screenprints. Due: Tuesday, Sept. 21 <ol style="list-style-type: none"> a. Share with your group members by adding them as collaborators b. Ask group members to add content & comments to your GoogleDoc c. Add content and comments to your group members GoogleDoc d. Review what the collaborators added and commented to your GoogleDoc e. When your GoogleDoc is complete, add the other classmates who are not in your group as viewers of your GoogleDoc. f. Visit/Watch/Read all your classmates finished GoogleDocs. <p>7. Create a GoogleDoc Form to collect data. Due: Wednesday, Sept. 22</p> <ol style="list-style-type: none"> a. Send all members of the class an invitation to complete the form (do not add them as collaborators) b. Go to all your classmates forms and complete. c. Share your collection of data with the class on the teacher's computer and screen. <p>8. Embed your Google Docs forms on your wiki.</p>
Summarizing Strategies (Learners summarize and answer LEQ)	<p>How can we learn from collaborative content?</p> <p>What other ways can GoogleDocs be used in the real world?</p>
Extending/Refining Activities	Students may use GoogleDocs in future group projects in this class.
Assignment and/or Assessment	<p>GoogleDocs 1 Total between two projects = 30 points</p> <p>GoogleDocs 2</p>

t	
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.
Differentiation	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: GoogleDocs Computers Internet connectivity</p> <p>Files: GoogleDocs Instructions.docx GoogleDocs Rubric.docx</p> <p>Videos: Google Docs in Plain English - This video can be found on youtube at http://www.youtube.com/watch?v=eRqUE6IHTEA by Lee Lefever of Common Craft GoogleDocs Introduction for Students in 6 minutes http://www.youtube.com/watch?v=qhWwml-g4Tc</p> <p>Sites: Course Moodle http://en.wikipedia.org/wiki/Google_docs https://www.google.com/accounts/ServiceLogin?service=writely&passive=1209600&continue=https://docs.google.com/&followup=https://docs.google.com/&ltmpl=homepage http://www.google.com/google-d-s/tour1.html https://spreadsheets.google.com/viewform?formkey=dGY3aVJUTElaR2VyZHIQOEEdqMUxZMXc6MQ Information taken from the GoogleDocs webpage - https://docs.google.com/View?docid=dcn7mjb_72nh25vq</p>

Decision 6: Acquisition Lesson #3

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Online Collaboration & Knowledge Sharing: Social Bookmarking – Collaborative Content

Standards:

NETS

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

NBEA

Information Technology

I. Impact on Society

Achievement Standard: Assess the impact of information technology in a global society.

Level 3: Use information technology skills in today's learning.

Lesson Essential Question	What is social bookmarking? What are the advantages of using social bookmarking? How is the social aspect of social bookmarking beneficial to our school research?
Time (In Days)	1
Activating Thinking (Hook to motivate, link to prior knowledge)	Show the video, Social Bookmarking in Plain English
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	Bookmarks Social bookmarking Network Tag Add-on
Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson	Students will: <ul style="list-style-type: none">• Watch the <i>Social Bookmarking in Plain English</i> video by Common Craft• Visit the delicious website. Use the <i>Delicious Social Bookmarking</i> step-by-step instructions on Moodle.<ol style="list-style-type: none">1. Create an account and save ten of your favorite bookmarks with appropriate tags2. Search for other people's bookmarks by either searching a tag that you created3. Add one person's bookmarks to your network

	4. Add your delicious bookmarks cloud to your wiki
Summarizing Strategies (Learners summarize and answer LEQ)	How can we benefit from sharing our bookmarks and making it social?
Extending/Refining Activities	Students may use social bookmarking in future group projects in this class.
Assignment and/or Assessment	Social Bookmarking Activity = 20 points
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.
Differentiation	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation to stay safe online by revisiting the online risks they face every time they go online.</p> <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: Social Bookmarking Computers Internet connectivity</p> <p>Files: Social Bookmarking Instructions.docx</p> <p>Videos: Social Bookmarking in Plain English - This video can be found on youtube at http://www.youtube.com/watch?v=HeBmvDpVbWc by Lee Lefever of Common Craft</p> <p>Sites: http://www.delicious.com/ http://www.delicious.com/help</p>

Decision 6: Acquisition Lesson #4

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Online Collaboration & Knowledge Sharing: RSS Feeds & Aggregators/iGoogle –
Subscribing to Content

Standards:

NETS

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

NBEA

Information Technology

I. Impact on Society

Achievement Standard: Assess the impact of information technology in a global society.

Level 3: Use information technology skills in today's learning.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Level 3: Research advanced software functions using knowledge-based tools (e.g., user communities, RSS feeds, tech support).

Lesson Essential Question	What is RSS? What is an aggregator? What are the advantages of using RSS feed and aggregators?
Time (In Days)	1
Activating Thinking (Hook to motivate, link to prior knowledge)	Show the video, RSS in Plain English
Acceleration /Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	RSS Feeds Feedburner Subscription Aggregator
Teaching Activities	Students will: <ul style="list-style-type: none">• Watch the <i>RSS in Plain English</i> video by Common Craft

<p>and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)</p> <p>Key Questions: Add throughout the lesson</p>	<ul style="list-style-type: none"> • Read about RSS & Aggregator on Wikipedia.com <ol style="list-style-type: none"> 1. Watch the <i>RSS in Plain English</i> video by Common Craft 2. Read about RSS, Feedburner, & Aggregator on Wikipedia.com 3. Take a quick tour of Google Reader 4. Create your own aggregator on Google Reader 5. Go to technorati to find blogs that you would be interested in reading posts on a daily basis 6. Subscribe to RSS feeds for topics that they choose to follow 7. Add two RSS feeds about something that they are interested...stress school appropriateness 8. Click to read What is iGoogle? on the course Moodle page. 9. Watch the <i>iGoogle video</i> by Google. 10. Create your own iGoogle page. Choose a theme. Add your RSS feeds, gadgets that will help you in school/home/work, news feeds, and personal picks for information to come to you! Rearrange your information blocks to your personal preference. 11. Ticket out the door ---> Why subscribing to RSS feeds is beneficial to school? To a hobby? To a career?
Summarizing Strategies (Learners summarize and answer LEQ)	How can we benefit from subscribing to RSS feeds and collecting them in an aggregator?
Extending/Refining Activities	Students may use social bookmarking in future group projects in this class.
Assignment and/or Assessment	RSS & Aggregator Activity = 15 points iGoogle webpage – 15 points
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning or review what was taught in class.
Differentiation	Students can revisit this lesson on moodle 24/7 to extend the learning and motivation. They can also use the resources to create projects for other courses.

	Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: RSS & Aggregators Computers Internet connectivity</p> <p>Files: RSS Instructions.docx Aggregator Instructions.docx</p> <p>Videos: RSS in Plain English - This video can be found on youtube at by Lee Lefever of Common Craft http://www.youtube.com/watch?v=0klgLsSxGsU http://www.youtube.com/watch?v=Pbf0dIESX8E – iGoogle: Mini Product Tour</p> <p>Sites: http://reader.google.com http://en.wikipedia.org/wiki/RSS http://en.wikipedia.org/wiki/Feedburner http://en.wikipedia.org/wiki/News_aggregator http://www.google.com/intl/en/googlereader/tour.html https://www.google.com/accounts/ServiceLogin?service=reader&passive=1209600&continue=https://www.google.com/reader&followup=https://www.google.com/reader http://technorati.com/ http://www.google.com/ig?hl=en&source=mpes http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=20324</p>

Decision 6: Acquisition Lesson #5

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Online Collaboration & Knowledge Sharing: Blogs – Reflecting on Content

Standards:

NETS

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

NBEA

Communication

I. Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

D. Written Communication

Level 4: Compose appropriate messages for specific audiences.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 3: Use synchronous and asynchronous collaboration tools, such as discussion boards, portals, blogs, and wikis to facilitate group work.

Lesson Essential Question	What is a blog? How can we use blogs to learn and teach?
Time (In Days)	2
Activating Thinking (Hook to motivate, link to prior knowledge)	Show the video, Blogs in Plain English
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	blog post blogger comment
Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson	Students will: <ul style="list-style-type: none">• • Watch <i>Blogs in Plain English</i> by Common Craft.• Read <i>What is a blog?</i> link on Moodle• Read <i>Blog Do's & Don'ts</i> on Moodle• Read <i>Blog Etiquette</i> to know the do's and don'ts of blogging• Find a blog on technorati that you are interested in and knowledgeable to add a

	<p>comment to a post. Add a comment and print out the comment. Log in as your Google account.</p> <ul style="list-style-type: none"> • Click on our asynchronous <i>PAHS Emerging Technologies blog</i>, read the post, and make a comment. Sign in using your gmail account username and password. • Peer assess your classmates' comments according to <i>Blog Etiquette</i> and <i>Blog Do't & Don'ts</i>. • Learn how to create your own personal blog using blogger.com using Blogging Instructions. • Experience a synchronous blog in CoverItLive.com – use this live blog to introduce webcasts -
Summarizing Strategies (Learners summarize and answer LEQ)	How can we benefit from subscribing to Blogs?
Extending/Refining Activities	Students may use social bookmarking in future group projects in this class.
Assignment and/or Assessment	Blog Activity – 10 points
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning or review what was taught in class.
Differentiation	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation. They can also use the resources to create projects for other courses.</p> <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: Blogs Computers Internet connectivity</p> <p>Files: BlogEtiquette.docx BlogEtiquetteDos_Donts.docx BlogInstructions.docx</p> <p>Videos: Blogs in Plain English - This video can be found on youtube at by Lee Lefever of Common www.youtube.com/watch?v=-N0auugHbJg</p> <p>Sites: http://en.wikipedia.org/wiki/Blog http://technorati.com/</p>

	http://pahsemergingtechnologies.blogspot.com/ http://www.coveritlive.com/ http://blogger.com
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Decision 6: Acquisition Lesson #6

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit.
Not all parts need to be filled in; use only those applicable.)

Unit Topic: Online Collaboration & Knowledge Sharing: Webcasts – Broadcasting Content

Standards:

NETS

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- develop cultural understanding and global awareness by engaging with learners of other cultures.
- contribute to project teams to produce original works or solve problems.

NBEA

Communication

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Level 4: Demonstrate the ability to use video broadcasting.

Information Technology

VI. Interactive Multimedia

Achievement Standard: Use multimedia software to create media rich projects.

Level 3: Use the collaborative features of productivity software to accomplish organizational tasks.

Lesson Essential Question	What is a webcast? How can we learn from webcasts?
Time (In Days)	1
Activating Thinking (Hook to motivate, link to prior knowledge)	Have students comment about asynchronous vs. synchronous blogging on the course blog Talk about our introduction of webcasts from our CoverItLive blog session yesterday
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	webcast broadcast web media
Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)	Students will: <ul style="list-style-type: none">Go to Ustream - a website that allows you to broadcast (stream) content free. Here are the how-to directions.Broadcam is free software that you can download to broadcast (stream) content

Key Questions: Add throughout the lesson	<p>free. Here are the how-to directions.</p> <ul style="list-style-type: none"> • Creating a webcast with either an online application or an online download. • Film a movie of a message you and your group members plan. It only has to be 30-seconds. • Use this movie to create a webcast. You and your group members can video the movie with one of the flipcams. <ol style="list-style-type: none"> 1. Upload the video when it is approved by all members to divShare. 2. Place the webcast on each of your wikis by embedding the webcast. • Be a part of a live webcast and view it on http://www.ustream.tv/channel/emergingtechnologies
Summarizing Strategies (Learners summarize and answer LEQ)	<p>How can we benefit from broadcasting content via a webcast? What are the advantages of webcast broadcasting?</p>
Extending/Refining Activities	Students may use webcasts in future group projects in this class.
Assignment and/or Assessment	Webcast Activity – 14 points
Re-Teaching Focus & Strategy	Students can revisit this lesson on moodle 24/7 to extend the learning or review what was taught in class.
Differentiation	<p>Students can revisit this lesson on moodle 24/7 to extend the learning and motivation. They can also use the resources to create projects for other courses.</p> <p>Students can use complete the lesson at their own pace and use the resources inside the lesson to answer the questions.</p>
Review & Revise (Teacher Reflection)	
Resources & Materials	<p>Lesson on Moodle: Webcasts Computers Internet connectivity</p> <p>Files:</p> <p>Videos:</p> <p>Sites: http://www.ustream.tv/ http://www.ehow.com/how_2266706_create-free-webcast-using-broadcam.html http://www.ehow.com/how_2266706_create-free-webcast-using- </p>

	broadcam.html http://www.ehow.com/how_5945155_webcast.html http://www.divshare.com/ http://www.ustream.tv/channel/emergingtechnologies
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Decision 7: Extending Thinking Lesson

(Lesson plan for extending thinking lesson involving higher level thinking skills.
You would only have a few of these per unit.)

Unit Topic:

Standards:

Anchors:

Lesson Essential Question	
Time (Days)	
Mini-Lesson (Quick lesson prior to activity.)	
Activity or Task (Details of activity.)	
Summarize/Share (Learners summarize and answer LEQ)	
Assignment and/or Assessment	
Differentiation	
Revise/Review (Teacher Reflection)	
Resources & Materials	