



Learning Online: Communicating and Collaborating

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour.	Approx. 1 hour.	Approx. 1 hour.
Objectives	<ul style="list-style-type: none">• To reflect on how they communicate online and how it links to learning.• To identify the key components of netiquette.• To explore best practice for communicating online.• To apply their understanding of netiquette to a case study.	<ul style="list-style-type: none">• To reflect on how they communicate online and how it links to learning.• To identify the key components of netiquette.• To explore best practice for collaborating online.• To summarise the beneficial functions of different online tools for learning and collaborating.	<ul style="list-style-type: none">• To reflect on how they collaborated with their peers.• To identify good practice for collaborating with others online.• To explore the features of constructive feedback.• To apply their learning by providing constructive written feedback.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

<p>Starter activity</p> <p>Students answer this poll question verbally or on a Menti poll: Can you communicate online the same way as communicating face-to-face?</p>	<p>Learning Objectives</p> <p>To reflect on how they communicate online and how it links to learning.</p> <p>To identify the key components of netiquette.</p> <p>To explore best practice for communicating online.</p> <p>To apply their understanding of netiquette to a case study.</p>
<p>Main activities</p> <p>Split the class into groups of three. Students list on post-it notes or in a Padlet wall the different tools or functions they use to communicate with others online.</p> <p>Then ask students to categorise the answers into learning or socialising. Compare answers to article on Step 1.4.</p> <p>Read article on Step 1.3 to find out how communication can help students learn.</p> <p>Watch video on Step 1.5 and get students to write their own definition of Netiquette. Return to the results of starter poll and identify if anyone would change their answer now.</p> <p>Each group makes a list of tips for how best to communicate online (when learning). Once finished, play bingo with the tips on Step 1.6 – the team with the most correct answers wins.</p>	<p>Resources required</p> <p>Access to FutureLearn course.</p> <p>Padlet wall (optional).</p> <p>4+ devices to watch videos on.</p> <p>Assessment for learning</p> <p>Class bingo on communication tips</p> <p>Verbal contributions to discussion</p> <p>Differentiation</p> <p>SEND: Videos have subtitles</p> <p>Low ability: Peer-learning</p> <p>Gifted and Talented: Peer-teaching and extension activity on copyright.</p> <p>Plenary</p> <p>Students vote on what they think Kiera meant (from Question 2 of the exercise in Step 1.7) then offer suggestions for what she should have done instead.</p>

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Lesson 2 plan

<p>Starter activity</p> <p>Answer the question: Why is it useful to share your work with others?</p> <p>Students write answers on sticky notes or place them in a Padlet wall.</p> <p>Compare answers to article in Step 1.9</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • To reflect on how they communicate online and how it links to learning. • To identify the key components of netiquette. • To explore best practice for collaborating online. • To summarise the beneficial functions of different online tools for learning and collaborating.
<p>Main activities</p> <p>Watch video on Step 1.10, identifying the different platforms mentioned that can be used to share files, share images and share videos. Then students add their own, if they know of others.</p> <p>Read article on Step 1.11 about copyright and referencing, taking notes before discussing examples of when copyright might be an issue.</p> <p>Read article on Step 2.4 to identify the different platforms for collaborating online</p> <p>Split class into groups of three and ask them to select one tool from Step 1.10 to research and one or more tools from Step 2.4 to use for collaborating together for their task. They must summarise how each tool works and how it can be useful for learning or collaborating. They must then also provide an evaluation of their experience with using them. This task is to be completed and sent to the teacher before the next lesson.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Padlet wall (optional) or sticky notes. 3. 3+ devices to watch video on and conduct research with. <p>Assessment for learning</p> <p>Verbal contributions to discussion.</p> <p>Evaluation of using collaborative tools.</p> <p>Differentiation</p> <p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students make a plan for how to complete the final activity and submit it before the next lesson.</p>

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Lesson 3 plan

Starter activity	Learning Objectives
<p>Think about the question: How did you find collaborating online?</p> <p>Students can choose to note down their personal experiences.</p>	<ul style="list-style-type: none"> • To reflect on how they collaborated with their peers. • To identify good practice for collaborating with others online. • To explore the features of constructive feedback. • To apply their learning by providing constructive written feedback.
Main activities	Resources required
<p>Work through the exercise on Step 2.2 to explore the best ways of collaborating with others online. The class votes on each question and students make notes on the important tips provided.</p> <p>Groups from the last lesson come back together to produce a list of top tips for collaborating online based on their experience and the previous exercise.</p> <p>Students verbally brainstorm ideas for what they think makes good and constructive feedback. The teacher makes notes from their discussion on the board and scaffolds the conversations to ensure all points on Step 2.6 are met.</p> <p>Watch video on Step 2.7 and complete the 'Have a go' task. Students swap their work twice so they're randomly allocated someone else's work to peer-mark.</p> <p>Using the same swapping system in reverse, students receive their feedback from the anonymous reviewer and answer the reflection questions on Step 2.9.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. 3+ devices to watch video on.
	Assessment for learning
	<p>Verbal contributions to discussion.</p>
	<p>Class vote on communicating online.</p>
	<p>Peer review activity.</p>
Differentiation	
<p>SEND: Videos have subtitles.</p>	
<p>Low ability: Peer-learning.</p>	
<p>Gifted and Talented: Peer-teaching.</p>	
Plenary	
<p>Students identify which of the top tips for communicating and collaborating online they are already good at and which ones they need to develop further.</p>	