



Learning Online: Communicating and Collaborating

Lesson plan

Starter activity	Learning Objectives
<p>Answer the question: How do you communicate with others online?</p> <p>Students write their answers on sticky notes or place them in a Padlet wall.</p> <p>Then ask students to categorise the answers into learning or social – compare their answers to the article on Step 1.4.</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.
Main activities	Resources required
<p>Watch video on Step 1.5 and get students to write their own definition of Netiquette.</p> <p>Split the class into three-four groups to make 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>Work through the exercise on Step 2.3 to explore the best ways of collaborating with others online. Students make notes on the important tips provided.</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>Assign each student one online tool from Step 1.10 and Step 2.4 to research. They must summarise how the tool works and how it can be useful for learning or collaborating. Their notes will be collated by the teacher</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Padlet wall (optional) or sticky notes. 3. 4+ devices to watch videos on and conduct research with. <p>Assessment for Learning</p> <p>Class bingo on communication tips Verbal contributions to discussion.</p> <p>Class vote on communicating online.</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>

into a guide which will be distributed back to the students (either as an email, link or photocopy). Extension: read article on Step 1.11 about copyright and referencing, taking notes.

Plenary

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.