

Pair and Share

Presenting My Unit Portfolio 3.01

Share: Your Portfolio presentation and gauging student needs assessment

Pedagogical Practices

Meeting Standards in a Student-Centered Classroom..... 3.03

Discuss: How to address standards with projects

Activities

Activity 1: Targeting 21st Century Skills 3.04

Review: Learning objectives in your Unit Plan

Plan: How to incorporate 21st century skills in your unit

Discuss: How to use the Internet to enhance 21st century skills

Activity 2: Modeling and Teaching Legal and Ethical Practice Related to Technology Use 3.05

Discuss: Copyright laws

Create: A Works Cited document for your unit

Activity 3: Using the Internet for Research..... 3.07

Identify: Tools for finding and saving information, images, sounds,
and videos on the Internet

Save: Internet resources for your unit

Evaluate: Web sites to be used in your unit

Activity 4: Communicating with the World through the Internet..... 3.10

Review: Internet tools for communication

Research: An Internet communication resource for possible use in your unit

Activity 5: Considering Web-based Collaborative Learning 3.14

Review: Internet tools to enhance collaboration

(continued)

Activities (continued)

Activity 6: Reflecting on My Learning..... 3.18

- Review: Key points of the module
- Create: A blog entry that reflects on your learning

Planning Ahead

Incorporating the Internet 3.19

- Plan: How you will use Internet research, communication, and collaboration tools in your unit

References..... 3.19

Module Summary..... 3.20

Module 3

Making Connections

Description: In this module, after sharing your presentation and assessment to gauge student needs, you think about how to incorporate 21st century skills into your unit. You then explore interactive Internet-based resources for student collaboration and communication. You also look at ways to efficiently locate and evaluate relevant Internet Web sites for research. After investigating copyright laws and legal use of these Web sites, you plan how to integrate the use of the Internet into your unit.

Pair and Share: Presenting My Unit Portfolio

Description: During this activity, you share the presentation you developed in the previous module with a group you will work with during all Pair and Share activities throughout the course. You also receive feedback on your assessment to gauge student needs. When giving feedback, focus on strengths as well as areas of improvement and be as specific as possible. You will meet with the same group for all the Pair and Share activities so you can become familiar with your group's work and provide constructive feedback.

1. Think about what kind of feedback you would like to receive from your colleagues.



2. Share your Unit Portfolio Presentation with the embedded gauging student needs assessment.

Note: While sharing your gauging student needs assessment, focus on how the assessment will provide the necessary information to help you and your students plan for upcoming activities in your unit.

Making Connections

If necessary, follow your facilitator’s guided instructions for decompressing files.

- 3. When providing feedback, think about using the 3-2-1 strategy:
 - Ask three questions
 - Make two comments
 - Provide one suggestion



Note: Read the Tips and Tools for Giving Feedback document in the *Assessment* folder on the Curriculum Resource CD for more information on giving constructive feedback.



Note: If desired, use the Portfolio Rubric, Standards and Objectives Rubric, or Curriculum-Framing Questions Rubric to help guide your feedback. These rubrics are found in the *Assessment* folder on the Curriculum Resource CD or in the Appendix on pages A.05, A.08, A.02, respectively.

- 4. Think about your colleagues’ feedback and if desired, incorporate suggestions into your Unit Portfolio.

Pedagogical Practices: Meeting Standards in a Student-Centered Classroom

As you thought about how to incorporate projects into your unit, you identified standards and Curriculum-Framing Questions to help frame your Unit Plan. You may have concerns about how you can effectively meet standards in a project based, student-centered classroom where students construct much of their own knowledge rather than receive information and instruction only from the teacher. When moving to a student-centered classroom, students still need to do well on standardized tests and truly meet the learning objectives and standards. Other practical concerns that deal with accountability and time constraints must also be answered.

During this activity, you discuss your concerns and possible solutions for meeting standards in a student-centered classroom, as well as experience the use and creation of a wiki. A wiki is a “type of website that allows the visitors themselves to easily add, remove, and otherwise edit and change some available content... This ease of interaction and operation makes a wiki an effective tool for collaborative authoring.” (Wikipedia, 2006)



1. Break into three groups. Note the question assigned to your group by your facilitator:
 - a. How do I ensure that students meet standards—and meet enough of them to make the effort worthwhile—in open-ended activities and projects?
 - b. If students are in charge of their own learning, how will we be sure they learn what is important?



- c. How do I ensure accountability when students are working in groups?
2. Obtain the wiki Web site address (URL) for this discussion from your facilitator and write it here: _____
3. Choose one person in the group to create the following elements:
 - a. New subpage
 - b. Title for your page
 - c. Question you are discussing
 - d. 2-column, 8-row table with “Concerns” in the left column and “Solutions” in the right column
4. Discuss and have a recorder enter the group’s concerns and possible solutions in the table.

Note: When working with Web 2.0 resources, you may want to type your ideas in an offline word processing document and then copy and paste it into the online environment when you are finished—especially if your Internet connection is not stable.



5. Save the wiki page when the discussion is finished.

You were provided with instructions on how to register and log into the wiki site before the course. Your facilitator has created the starting page of the wiki. A list of possible wiki sites is available in the Wiki Sites document in the *Collaboration* folder. Write down the URL of the wiki site, your login, and password on page vii of the Introduction and/or type the information in the Login Information document available in your Portfolio folder (if previously saved) or in the *About This Course* folder on the Curriculum Resource CD.

If you have difficulty accessing the wiki site, your facilitator can record your comments in the Pedagogical Practices document available in the *Master Teacher Resources*, *Pedagogical Practices* folder on the Master Teacher Curriculum Resource CD.

Due to the Internet's flexibility and power to engage students, you might be tempted to look for ways to include Internet resources in your unit before considering how well the resources can help students meet the learning goals and standards. In this activity, you think about ways to include particular 21st century skills in your unit—research, communication, collaboration, and problem solving. Then you discuss with your colleagues how the Internet can enhance these skills. You may want to refer to the notes you took on the Module 1, Planning Ahead activity on page 1.29 about how you use 21st century skills in your classroom. A list of these skills is also available in the *Thinking* folder on the Curriculum Resource CD.



1. Open your Unit Plan and review your learning objectives.

- Where in your unit do students need to conduct research?

- In your unit, when could students' learning be enhanced by communicating with others?

- Where in your unit would collaboration be beneficial?

2. How can you ensure students are using problem solving strategies throughout your unit?

3. Break into small groups and brainstorm how you could incorporate the Internet into your classroom to further enhance student learning in regards to research, communication, and collaboration.

Before examining specific Internet resources to use in your unit to enhance students' 21st century skills, you must understand the legal and ethical issues related to the use of electronic media. In the next activity, you explore copyright laws and the fair use of resources.

Ideas for how to create sharing groups for the classroom are available in the *Facilitation* folder on the Curriculum Resource CD.



Activity 2: Modeling and Teaching Legal and Ethical Practice Related to Technology Use

According to the online publication *Education World*, “Copyright laws are based on the belief that anyone who creates an original, tangible work deserves to be compensated for that work, that compensation encourages more creative works, and that society as a whole benefits from the creative efforts of its members” (Starr, 2004). People have a right to control how their original work is used by others and teachers must understand and teach their students about use of copyrighted materials.

1:1 Tip: When students create individual projects using their own computers, monitoring their work for adherence to copyright laws becomes even more challenging. Think about how you could address this concern in your one-to-one classroom.

Step 1: Exploring Copyright

With easy access to the Internet and the ability to quickly copy online information, students and teachers can easily forget that much of the material on the Internet is someone else’s property. Take a brief quiz on copyright and discuss how you would address copyright issues in your classroom.



1. Test your knowledge of copyright law by taking the six-question Copyright Quiz located in the *Copyright* folder on the Curriculum Resource CD.

Note: If you have extra time, complete the second quiz in the *Copyright* folder.



2. Although teachers and students may use copyrighted materials in their educational projects, the use of such materials is not clear-cut. To better understand your rights and limitations, view the Copyright Chaos presentation located in the *Copyright* folder on the Curriculum Resource CD.



3. **Optional:** Discuss how copyright law and following fair use guidelines will impact your classroom:

- a. Share strategies for ensuring that your students understand copyright and fair use.
- b. Discuss specific support procedures you can implement in your classroom to ensure that the guidelines are followed.



Note: Resources to help you and your students follow copyright law and Fair Use guidelines are located in the *Copyright* folder on the Curriculum Resource CD.

This quiz can be completed by the whole class together, by small groups, or by individuals. The second quiz on the Curriculum Resource CD can be completed by those who finish early.

Making Connections

Step 2: Citing Sources

To comply with copyright in a world of easily copied materials, you should document a list of sources as you find and save images, sounds, and text for your unit. Creating a Works Cited document will help you find resources again when you need additional information for your project. Learning to cite sources is also an important skill for students of all ages to master. Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.



- 1. View Works Cited resources and examples in the *Copyright* folder on the Curriculum Resource CD.
- 2. View the templates for creating a Works Cited document in MLA, APA, or simple formats in the *Copyright* folder on the Curriculum Resource CD, and determine what type of Works Cited document would be appropriate for your students.



- 3. Save the Simple Works Cited template, MLA template, or APA template into the *unit_support* folder in your Portfolio folder with a name such as *Works Cited* or *References*.



- 4. Copy and paste Web site addresses and other text into the Works Cited template as you find your resources. (See Web Technologies Skill 1.6, 3.6, or 5.6 and Word Processing Skill 2.6.)



- 5. You can also use an online citation tool that will format your citation automatically in MLA or APA format. Open the Online Citation Tools in the *Copyright, Works Cited* folder on the Curriculum Resource CD for a list of sites.

Refer to the following skills in the *Help Guide* for this section:

- Word Processing Skill 4.3: To move lines in a paragraph in or out, or to change the indent
- Web Technologies Skill 1.6, 3.6, or 5.6: To copy a Web address, or a URL
- Word Processing Skill 2.6: To copy words or text

Activity 3: Using the Internet for Research

People usually think of the Internet as a research tool. Finding, evaluating, and interpreting relevant online information is a critical skill for success in school and in real life. However, effective use of the Internet goes beyond conducting research. New Web technologies provide collaborative environments in which individuals interact with other users and contribute to Web content. In this activity, you explore ways in which students can use the Internet to conduct research. In later activities, you explore how the Internet helps students communicate and collaborate with others.

Step 1: Locating Internet Resources

Using Search Engines

Popular search engines, such as www.google.com, www.yahoo.com, and www.msn.com, guide users as they search for information on the Internet. Unstructured searching provides infinite opportunities for off-task behavior, but when students search effectively, they find a wide variety of relevant and reliable Web sites to help them with their research.

When conducting research on the Web, narrowing your search helps you locate the most relevant and useful information. As in any kind of research, the first term to come to mind (such as *rainforest*) may produce too many irrelevant *hits* or Web sites. Therefore, you may need to think of narrower phrasing to use in your search, such as *Brazilian rainforest*.

Note: When searching for terms with two or more words, place double quotation marks around the whole phrase, such as "Brazilian rainforest," to conduct a more exact search.

1. In the space below, brainstorm keywords you could use to find information on topics in your unit and then choose a search engine to conduct your search.



2. Tag or bookmark any Web sites you might like to use. You can find additional resources and activities to help you improve your search in the Search Process located in the *Search Resources* folder on the Curriculum Resource CD.



Classroom Tip: Students can share resources they find with their classmates through the sharing feature of most tagging or bookmarking sites.

Making Connections

Searching Specialized Sites

If you are researching an unusual subject or you want to make sure your sites are age-appropriate, you may want to use a specialized search engine. Review the specialized search resources in the *Search Resources* folder on the Curriculum Resource CD. You will find the following:



- Specialty search engines (such as www.scirus.com for science searches)
- Student-friendly search engines (such as www.yahooligans.com)
- Educational sites sorted by grade level and subject area (such as <http://mathforum.org/dr.math>)



Classroom Tip: As students use Internet resources for their own research, provide them with explicit instruction on how to locate relevant, high quality information to help them use online time efficiently.

Step 2: Finding Media

If you need to find images, sounds, or videos for the development of your unit, use the following:

- Search engines that can search specifically for sounds, images, and video
- Multimedia Web sites that contain images, sounds, and videos appropriate for educational uses



Review the search engines and multimedia Web sites in the *Multimedia* folder on the Curriculum Resource CD. Save any resources you find in your *images_sounds* folder of your Portfolio folder. Use the *Help Guide* if you need assistance in completing any technology skills identified below.



Note: Be sure to cite your sources for multimedia resources in your Works Cited document.



Classroom Tip: Teach your students a process for finding relevant multimedia resources and properly citing their sources. Another topic to consider is the size of the multimedia resources students choose to use. Large multimedia files may hinder collaboration and the ability for others to access the resources.

1. Locate one or more good research resources for your unit. Tag, bookmark, or save the resource links in your favorites.
2. Save an image into your *images_sounds* folder in your Portfolio folder. (See Web Technologies Skill 2.4, 4.4, or 6.4.)
3. If appropriate for your Unit Portfolio, you can also save a sound or a video into your *images_sounds* folder in your Portfolio folder. (See Web Technologies Skills 2.5, 4.5, or 6.5 and 2.6, 4.6, or 6.6.)



Refer to the following skills in the *Help Guide* for this section:

- Web Technologies Skill 2.4, 4.4, or 6.4: To save a picture or image from the Web
- Web Technologies Skill 2.5, 4.5, or 6.5: To save a sound or music file from the Web
- Web Technologies Skill 2.6, 4.6, or 6.6: To save a movie or video file from the Web

The uncontrolled publishing of information on the Web demands that students develop skills to evaluate Web content critically for accuracy and relevance. In Step 1 of this activity, you used your own criteria for selecting Web sites you would use by considering the depth and accuracy of the content, the source of information, and the usability of the site. Developing the same skills in your students is important. In this step, you review Web site evaluation resources and consider ways to use them with your students.

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2. Keeping the Web evaluation resources in mind, think about how you could help your students think critically about the Web resources they use.

[illegible]

Activity 4: Communicating with the World through the Internet

1:1 Tip: The ability to communicate electronically in a classroom where everyone has a computer can distract students from learning tasks. Setting up guidelines for in-class online communication is especially important in one-to-one classrooms.

Internet communication tools dramatically expand the community in which students can communicate during projects. Through e-mail, chat, instant messaging, online surveys, and Voice Over Internet Protocol (VoIP), students can discuss, share ideas, get feedback, and collect information from peers, experts, and people from all over the world.

Step 1: Reviewing Internet Communication Tools

Students can use Internet communication tools to:

- Communicate with others outside the classroom
- Get feedback on their products
- Work on a project in groups or pairs together in real time
- Engage in interactive discussions
- Practice using written language
- Practice using oral language
- Share text-based information, documents, and other resources
- Collect information from a number of individuals



A variety of online tools support student communication. To learn more about the features and uses of these tools, see *Comparison of Online Communication Resources* in the *Communication* folder on the Curriculum Resource CD.

- **E-mail** is written electronic communication that is sent and read at any time.
- **Online Chats** are online environments in which individuals meet and exchange written messages to each other all at the same time.
- **Instant Messaging (IM)** allows people to receive and send written messages instantaneously, locally and at a distance, to preselected contacts who are online.
- **Online Surveys and Opinion Polls** enable gathering and analyzing data by posing questions over the Internet.
- **Voice Over Internet Protocol (VOIP)** supports real-time oral communication among Internet users.

Step 2: Considering Communication Tools for Your Unit

Choose one or more of the following communication tools to examine in more depth for possible use in your unit. Tag or bookmark any resources with helpful information on how to use these tools in your classroom.

Option 1: E-mail (page 3.11)

Option 2: Chat (page 3.12)

Option 3: Instant Messaging (IM) (page 3.12)

Option 4: Survey/Polling (page 3.13)

Option 5: Voice Over Internet Protocol (VoIP) (page 3.13)

For information on projects that use communication tools to collaborate, you may want to visit:



Virtual Architecture's Web Home

<http://virtual-architecture.wm.edu>

Offers a step-by-step guide for designing and implementing powerful curriculum-based telecomputing projects



Note: All Web sites referenced in this module are available for easy access in the Communication Web Sites file in the *Communication* folder on the Curriculum Resource CD.

Option 1: E-mail

The ideas presented in the following article can inspire you to think of creative ways for using e-mail to enhance student learning.



You've Got E-mail—But Can You Really Make It Deliver?

www.education-world.com/a_curr/curr165.shtml

Describes how you can plan a project involving e-mail so that it has powerful, clear connections to the curriculum; includes 10 tips for completing telecollaborative projects successfully using any web-based e-mail



See possible resources for web-based e-mail and e-mail projects in Collaborative/E-mail Projects in the *Communication* folder on the Curriculum Resource CD.

Notes:

Making Connections

Option 2: Chat



The following links suggest ways to use chats constructively in the classroom. You can find possible resources for online chat services appropriate for education in the *Communication* folder on the Curriculum Resource CD.



Examples of How Chats Have Been Used in Classrooms

<http://education.qld.gov.au/learningplace/communication/chat/examples-chat.html>
Lists specific activities that teachers have used with chat tools and provides links that you can use to explore student roles during chats, strategies to enhance chat sessions, and chat room etiquette

How to run a good chat

www.globalgateway.org.uk/Default.aspx?page=2044
Provides tips for using chat in the classroom

Notes:

Option 3: Instant Messaging (IM)



The following blog discusses the use of instant messaging in the classroom. See possible resources for instant messaging in the *Communication* folder on the Curriculum Resource CD.



The Case for Instant Messaging in the Classroom

www.speedofcreativity.org/2006/08/28/the-case-for-instant-messaging-in-the-classroom
Presents an article emphasizing positive reasons for instant messaging in the classroom

Notes:

Option 4: Survey/Polling

The following links provide information and examples addressing how students can effectively create and administer surveys and polls. See other resources for creating online surveys in the *Communication* folder on the Curriculum Resource CD.

**Opinion Surveys**

www.sciencenetlinks.com/lessons.cfm?BenchmarkID=12&DocID=451

Includes lesson and discussion ideas on how to introduce students to factors that can affect the accuracy of opinion surveys

Survey How To

www.utexas.edu/academic/diia/assessment/iar/how_to/methods/survey.php

Tells how to write survey questions, determine question type and responses, organize and format the survey, administer the survey, and more

Notes:

Option 5: Voice Over Internet Protocol (VoIP)

The following links provide information and examples addressing how to use Voice Over IP in the classroom. See other resources for VoIP in the *Communication* folder on the Curriculum Resource CD.

**Skype in the Classroom**

www.wtvi.com/teks/05_06_articles/skype-in-the-classroom.html

Presents a comprehensive article written for teachers and technology coordinators describing how to begin using Skype

Just Skype It

www.21apples.org/articles/2005/12/14/just-skype-it

Contains a short blog entry describing how one teacher used Skype at school and in her personal life

Notes:

Making Connections

1:1 Tip: Research shows that students collaborate more when they have their own computers. Consider how you can take advantage of this ability in your unit.

Activity 5: Considering Web-based Collaborative Learning

Several online tools can be used by teachers to help students work together on projects. You previously experienced three of these free tools—blogs, wikis, and online collaborative web sites.

Students can use web-based collaborative learning tools to

- Share their thoughts, ideas, and projects with others
- Share links to Web sites
- Solicit and respond to others’ thoughts
- Modify, add to, and delete others’ content
- Create multilayered Web sites
- Create linear, journal-like documents

Review the benefits and drawbacks of each resource in the following tables and then use an online collaborative Web site to discuss how you will use Internet tools to support student communication and collaboration in your teaching.

Note: All Web site references in this module are available for easy access in Module 3 Web Sites in the *Collaboration* folder on the Curriculum Resource CD.

Blogs are journals posted to the Web that solicit reader comments.

Description	Short for weblogs, <i>blogs</i> are used to share information and opinions with readers and to solicit feedback and discussion. Blogs often take the form of a journal and are regularly updated with new entries.
Example Instructional Uses	Character journals, lists of research sources, reflections on learning, collecting responses to ideas, debating issues relevant to the subject area, and so forth.
Drawbacks	<ul style="list-style-type: none">▪ Interaction is limited to written responses.▪ Blogs often can be viewed by anyone with Internet access unless you make the blog entries private.▪ Formatting, design options, and multimedia are often limited.▪ Content usually must be edited online.▪ People may respond to blog entries with inflammatory or inappropriate content.
Blogging Sites	A list of Web sites where you can set up your own blog is available in the <i>Collaboration</i> folder on the Curriculum Resource CD.

(Continued)

More Information about Blogs	<p>Blogging: It's Elementary, My Dear Watson www.educationworld.com/a_tech/tech/tech217.shtml Presents an article about using blogs in elementary classrooms</p> <p>Blogging Basics: Creating Student Journals on the Web www.educationworld.com/a_tech/techtutorial/techtutorial037print.shtml Provides a quick introduction to getting your students to write their own blogs</p> <p>About Blogs www.budtheteacher.com/wiki/index.php?title=Main_Page Uses a wiki format to offer resources for using blogs in the classroom</p>
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Wikis are Web sites that allow multiple users to edit content.

Description	<i>Wikis</i> are collaborative Web sites that can be set up to be edited by anyone or only designated users. The creator of a wiki can receive notice of all changes and can track and monitor the development of the site content.
Example Instructional Uses	Group writing, collaborative Web development, share research findings, project planning, information collection, and so forth.
Drawbacks	<ul style="list-style-type: none"> ▪ Other authors could make unwanted changes to your work. ▪ Content must be edited online. ▪ People may contribute inflammatory or inappropriate content.
Wiki Sites	A list of Web sites where you can set up your own wiki is available in the <i>Collaboration</i> folder on the Curriculum Resource CD.
More Information about Wikis	<p>For Teachers New to Wikis http://writingwiki.org/default.aspx/WritingWiki/For%20Teachers%20New%20to%20Wikis.html Presents an overview of wikis—what they are and how they can be used</p> <p>Using wiki in education www.scienceofspectroscopy.info/edit/index.php?title=Using_wiki_in_education Defines wikis and suggests ways students can use them</p>

Making Connections

Online Collaborative Web Sites allow users to work together on documents or spreadsheets.

Description	Collaborative Web sites allow individuals to create or upload documents to the Web where they can then be edited using familiar formatting tools by anyone you invite who has Internet access. Some sites also provide the ability to edit and create presentations and spreadsheets.
Example Instructional Uses	Collaborative writing, revising, editing, giving and getting feedback from multiple writers, tracking authors' contributions, comparing different revisions, and so forth.
Drawbacks	<ul style="list-style-type: none"> Usually, files created online require special software to be viewed offline. Content can be lost if you revert to a previous version. Other authors could make unwanted changes to your work.
Online Collaborative Sites	A list of Web sites where you can set up your own online collaborative site is available in the <i>Collaboration</i> folder on the Curriculum Resource CD.
More Information about Online Collaborative Sites	<p>A Paradigm Shift for School Software www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6656 Offers a comprehensive article about the use of online applications</p> <p>Type and travel: Web-based word processors http://reviews.cnet.com/4520-9239_7-6627472-1.html Includes an overview of online word processing applications with a comparison chart</p>



Note: A chart comparing the skill and technical requirements and the purposes for which these online collaborative Web sites can be used is available in the *Collaboration* folder in the Curriculum Resource CD.

Now that you have explored communication and collaboration online tools, record your ideas in an online collaborative spreadsheet.



- Find the system-generated e-mail that was sent to you from the Online Collaborative Web site inviting you to collaborate on the document titled Using_Web 2.0_Tools.
- Click the link in the e-mail to access the spreadsheet. Log on to the site using your e-mail and password, which should be in Login Information saved in your *Course Resources* folder.
- Open the spreadsheet titled Using_Web 2.0_Tools on the Web site.

Optional: You can also access the spreadsheet by going to the online collaborative Web site, logging on, and selecting the spreadsheet titled Using_Web 2.0_Tools.

Making Connections

Note: For future reference, annotated links to examples of additional online Collaborative Web sites are available in the *Collaboration* folder on the Curriculum Resource CD.

If you are collaborating with a colleague on your unit, consider using an online collaborative document to coordinate your work.

4. Think about how you could use one communication tool and one collaboration tool in your classroom. On each of the worksheets, start a new row with your name, add the name of the tool, and then describe how you could use it in your classroom. Complete at least one row for the communication tools worksheet and one row for the collaboration tools worksheet.

Online Communication Tools		
Choose at least one: E-mail, Chat, Instant Messaging (IM), Survey/Polling, Voice Over Internet Protocol (VoIP)		
Your Name	Tool	How I could use it in my classroom

Online Collaboration Tools		
Choose at least one: Blogs, Wikis, Online Collaborative Web Sites		
Your Name	Tool	How I could use it in my classroom

4. If you have time, comment on how you might use additional Internet tools.
5. Take notes on any ideas you might use in your unit.

Note: You have an opportunity to plan how you will use communication and collaboration tools to meet the learning goals and objectives of your unit in the upcoming Planning Ahead activity.

You can also view the guiding questions and key points on the presentation provided by your facilitator.

Activity 6: Reflecting on My Learning

Step 1: Reviewing the Module

Review the guiding questions and key points for Module 3 on page 3.21, and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning.

In the following modules, you will build on these concepts as you discuss ways to support and encourage higher-order thinking, self-direction, and development of deep content knowledge through the effective use of technology, ongoing assessment, and instruction that addresses learning differences.

Step 2: Blogging My Journey

Reflect on the activities, skills, and approaches addressed in this module in your personal blog. Remember that in Module 8, you will share your blog entries with a colleague and discuss how your understanding and knowledge have changed over time.



1. Go to your personal blog, create an entry entitled *Module 3 Reflection*, paste the following prompt into your entry, and write your response:

This module has helped me think about the impact of the Internet on my students’ learning in the following ways...

2. Write about any other insights, questions, or concerns you want to address in your reflection.

Planning Ahead

Incorporating the Internet

In this module, you explored various uses of the Internet. Consider now how you might incorporate any of the following resources into your unit to support student learning:

1. Review your notes on page 3.17 for integrating the Internet into your unit.
2. Select one or more Internet tools and briefly describe ways you will use them to support the learning goals of your unit.



Note: Annotated links to additional web-based productivity tools are available in the *Collaboration* folder on the Curriculum Resource CD.

1:1 Tip: Think about how students' individual access to computers can be used most effectively to further enhance students' 21st century skills.

References

Starr, L. (2004). Copying rights and copying wrong. *Education world*. Retrieved from www.educationworld.com/a_curr/curr280a.shtml

Wikipedia contributors. (2006, September 19). Wiki. *Wikipedia, the free encyclopedia*. Retrieved from <http://en.wikipedia.org/w/index.php?title=Wiki&oldid=76522722>

Module 3 Summary

Review the guiding questions and key points of Module 3 and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning to help improve student learning.

Module Questions:

- How can I use the Internet to support my teaching and students' learning?
- How can I ensure responsible and appropriate use of the Internet?

Module 3 Key Points:

- The Internet can be a powerful tool for research, collaboration, and communication with others.
- Fair Use guidelines describe how copyrighted materials can be used legally by teachers and students in the classroom.
- Works Cited documents can be created in a variety of formats for students of all ages.
- The skilled use of search strategies enables students and teachers to find useful information efficiently on the Web.
- A variety of factors must be considered when determining the credibility and value of a Web site.
- E-mail, online chats, instant messaging, and Voice Over Internet Protocol technology allow students to communicate with people all over the world on the Internet.
- Blogs, wikis, and online collaborative documents allow students to collaborate on projects by sharing and responding to each other's work online.

In the following modules, you will build on these concepts as you create a student sample and assessments for your Unit Plan.