Facilitating Collaboration in Content Areas

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Planning for the Course

The following Tips and Hints are intended to assist you in developing an effective plan for using these techniques in the classroom.

Origins of the Model

- Context —
  - Riverside Community College/Norco minicourse
  - Context (3 Saturdays for 8 hours per day)
- Content —
  - Strategy to Teach Internet Technologies
  - Appropriate to almost any content area class
- Instructors —
  - Gerald & Grace Boerner (Team Teaching)

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Classroom Logistics

- Teacher email addresses (use more than one!)
  - Primary address for emergency contact
  - Secondary address for special problems contact
  - Routine address for standard copies of class communication
- Individual & Group Leader Addresses
- Web-based email preferable

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MAP of the Experience

- Message —
  - All students need internet "savvy"
- Audience —
  - Equal opportunity to all groups of students (gender, ethnic, language, cultural)
- Purpose —
  - Extend our expectations for ALL

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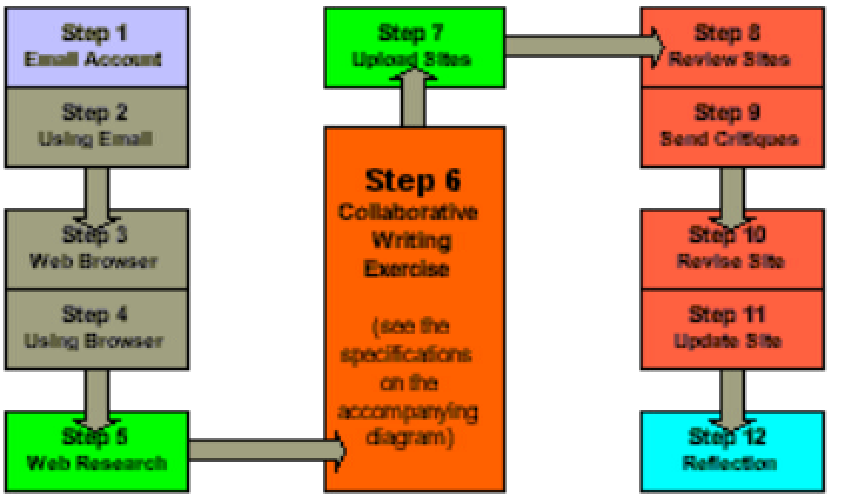
Overview of 12-Step Collaboration Process



The E.Q.U.I.T.Y. Model

Looking at the origins and elements of the EQUITY Collaboration Model…

Introduction

- Collaboration via the Web...
  - E — Educational
  - Q — Quest
  - U — Using
  - I — Internet
  - T — Technologies
  - Y — Yourselves
- The web enable us to provide ALL students with opportunities to extend their vision...

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Project E.Q.U.I.T.Y. Model

- Step 1: Email Access
- Step 2: Email Mechanics
- Step 3: Web Browsers
- Step 4: Collaborating on Web Research
- Step 5: Sharing Findings via the Web
- Step 6: Collaborative Writing — Web Page Creation
- Step 7: Upload Pages to the Web Server
- Step 8: Review Pages from other Groups
- Step 9: Forward Critique to Group
- Step 10: Revise Pages
- Step 11: Resubmit Web Pages
- Step 12: Reflection on the Experience

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A Closer Look at the Steps

Walking through the
12-step process with commentary
from our experience…

Steps 1 & 2: E-mail Accounts

- Step 1: Get email account
  - Web-based email accounts require less overhead for classroom use
  - Join project mailing list (ListBot.com)
- Step 2: Develop email techniques
  - Build address book, including group ID
  - Exchange mail among team members

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Steps 3 & 4: Web Research

- "Remembering" best web sites
  - IE5: Favorites, Export to Bookmarks
  - NN: Bookmarks, Export to HTML
- Differences between Browsers
- Online Research Practice
  - Print media (Online Bookstores)
  - Search Engines (esp. Keywords)

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Step 5: Sharing Research

- Effective Search Keywords:
  - Threaded Discussions (SitePowerUp.com)
- Annotated Bibliography
  - Create in Word Processor
  - Upload to "Shared Files" area (Group)
- Web Bookmark Files
  - As email attachments to group members
  - Name file as: XXX_bookmark.htm (where XXX are your initials)

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Step 6: Build Web Pages

- See "Project Web Site: Required Elements"
- Key Elements:
  - Overview Page
  - PowerPoint Slides (as HTML)
  - Features & Analysis Pages
  - Reference & Resource Pages

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Step 7: Publish Web Pages

- Submit files as a "zip" archive
- Submit the web pages to the instructor
  - Use a "Drop Box" like www.boerner.net
- Instructor posts the pages
- Test URL and Access Rights

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Steps 8 & 9: Site Review

- Constructive Critique:
  - Focus on the content, not design, of web site
  - Be aware of mechanics — grammar, consistency
- Check out the Linked Web Sites:
  - Do they "work"? Are the links operational?
  - Are they useful? Is there "real" content there?
- Forward comments to the creating group via class "Threaded Discussion"

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Steps 10 & 11: Revise Pages

- Fix mechanics, as necessary:
- Enhance web page format (tables, graphics, etc.) as time permits
- Reverify the operability of the links
- Resubmit to Instructor for re-publishing to the web server

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Step 12: Reflect on Collaboration

- General Reactions to the Experience:
- Reactions to the Learning Experience:
- Submit the Reflections...
  - General experiences to the "Threaded Discussion" area
  - Personal experiences in an email to the instructor

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Exploring It Further…

Contacting Us:

Via the World Wide Web…

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