

# Introduction to Sakai

## ESTIMATED TIME

2 class periods

## PREREQUISITES

- Reserve a computer lab so that all students can be logged onto a computer with Internet access for this lesson.
- Reserve a projector for you to demonstrate the different **Sakai** features.
- Students should have the **Sakai** URL, passwords, and user names before they begin the lesson.
- Students should have picture files available on their directories so that they can upload a picture later in the lesson.
- The **3 Reasons to Go Digital** resource should be prepared and placed in the lesson folder in **Sakai**.
- Set up a Chat Room in **Sakai** for this lesson.

## RESOURCES AVAILABLE

- **Introduction to Sakai Rubric**
- **3 Reasons to Go Digital**

## ACROSS THE CURRICULUM

This lesson will introduce students to an open-source course management system like *Blackboard* and other programs. Understanding how to schedule, communicate, build an electronic portfolio and submit assignments electronically are tools that serve all subject areas. The presence of **Sakai** in students' educational experience can help them better communicate with teachers and faculty members and electronically file work they've done in school. Keeping work organized and available for review will help your students keep current on their academic responsibilities. The course management system and the growth of open-source software will also encourage students to think about the role of technology from a historical perspective. Students should be encouraged to reflect on how their education is different from education in the past as related to the tools available to them. The management system and the open-source movements will give students a basis for this comparison. If you are not using **Sakai** adapt this lesson to your specific online course management system.

## LESSON GOAL

Demonstrate proficiency with basic functionality of the **Sakai** course management system.

## Essential Question

How can I use **Sakai** to manage my class work?

## Student Expectations

1. Use **Sakai** to
  - a. upload a picture
  - b. create and modify a profile
  - c. access a file
  - d. submit an assignment
  - e. post a message in the Chat Room
2. Reflect on how the **Sakai** program can be used to support your school-work.

## LESSON OBJECTIVES

1. Learn the role and basic functionality of **Sakai**, the course management system.
2. Demonstrate knowledge of **Sakai** by completing tasks within the lesson.

## RATIONALE

**Sakai** is a course management system that provides teaching staff and students collaborative, project-based “worksites.” A worksite may be designed around a course, student interest group, or other staff or student based project. Students and staff members maintain private workspace where they may store digital files, known as *Resources* within **Sakai**. In addition, one of the core features of a worksite is community *Resources* where a teacher can store files to share with a class (worksite). Each different “tool” available in a worksite is listed along the left-hand side of the web page. Different sets of tools can be selected unique to each project.

Once a student is provided with a username and password, and given the web address (URL), he or she may log in and begin to explore. A key thing to note is that the student interface may vary from a teaching staff member interface in any number of ways; their view of a certain tool can be different from the teaching staff view.

Ultimately, while this lesson is meant to teach **Sakai** course-specific tools, broader lessons about the role and functionality of course management systems are present. This lesson may be adapted to introduce other school-specific course management systems like Moodle, Angel, Desire-to-Learn, or Blackboard.

Course management systems are powerful tools that can be used to enhance and document student learning and growth, as well as manage gradebooks and dispense assignments and readings. The tools presented in this lesson and developed through regular use of **Sakai** will help students be better



Introduction to Sakai Rubric



3 Reasons to Go Digital

producers and consumers of information in the technology age.

We have found that *Sakai* is not too challenging for students to use, but they need lots of instruction and as much step-by-step instructions as can be given. Therefore, be prepared to spend time helping them navigate the site, have a projector displaying your mouse and *Sakai* page so that they can follow along, or provide additional time for students to complete the assignment. Having students work in pairs, or in small groups, is an effective and fun way to quickly learn *Sakai*.

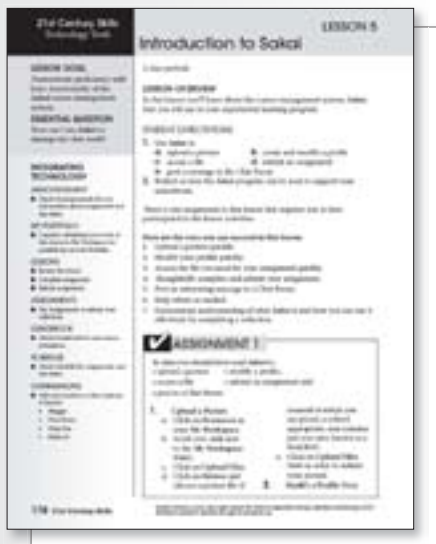
## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** To begin this lesson, all students should be logged onto a computer with Internet access. Hand out the *Introduction to Sakai Rubric* to introduce the lesson and explain how students will be evaluated. All students need to know the *Sakai* URL, their passwords and usernames, and be prepared to complete the assignment. Explain that *Sakai* is the course management system they will be using to do the following things.
  - a. Find assignments and due dates for assignments
  - b. Submit assignments for evaluation.
  - c. Communicate with teachers and one another about school related issues.
  
2. **INDIVIDUAL** Once students have logged on, have them follow these steps.
  - a. **Upload a Picture**
    - i. Click on **Resources** in their **My Workspace** course.
    - ii. Scroll over **Add** next to the **My Workspace** folder.
    - iii. Click on **Upload Files**.
    - iv. Click on **Browse** and choose a picture file of themselves of which they are proud, is school appropriate, and contains just them (i.e. also known as a headshot).
    - v. Click on **Upload Files Now** to submit the picture. It will appear within **resources** in **My** [the student's individual] **Workspace**.
  - b. **Modify a Profile** Next, each student should create his or her profile. Their profiles will include the pictures, nicknames, e-mail (if applicable), and a few sentences about themselves.
    - i. Click on **Profile** in their **My Workspace** course.
    - ii. Click on **Edit my Profile** to include picture, nickname, email, and brief school-appropriate description in the field.
    - iii. Once their submissions have been made, click on **Save**.

### ASSESSMENT

**Picture and Profile** Upload a picture and create a profile and modify it.

- c. **Access a File** Have students follow these steps to access a file.
  - i. Access the *3 Reasons to Go Digital* assignment under **Assignments** in the 21<sup>st</sup> Century Skills worksite.
  - ii. Download the file by clicking on the blue link.



Student Pages

- iii. Complete and save this assignment in a word processor, such as Microsoft Word.
- iv. As students work on the assignment, they should save at least once and upload it to **Resources** within their personal **My Workspace** (and use the **Upload a New Version** to update it when they are finished).
- v. In order to upload the file into their **Resources**, click on **Resources** in **My Workspace**.
- vi. Scroll over to **Add**, click on **Upload files**, and then **Browse** for the correct file.

**ASSESSMENT**

**File** Access a file in *Sakai*.

- d. **Submit an Assignment Via Drop Box** Once they have completed *3 Reasons to Go Digital* have students submit the newest version in **Drop Box**.
  - i. To find the **Drop Box**, select **21<sup>st</sup> Century Skills** from the top banner.
  - ii. Click on **Drop Box** in the left hand toolbar and follow the instructions for submitting to their **Resources** page under **My Workspace**.

**ASSESSMENT**

**Drop Box** Submit an assignment via Drop Box.

- e. **Post in a Chat Room** Have each student make one post in the Chat Room by following these steps.
  - i. Select **Chat Room** from the left hand tool bar in the *21<sup>st</sup> Century Skills* course page.
  - ii. Select an already developed **Chat Room** and make a comment to classmates who are in that **Chat Room**. Remember that a **Chat Room** is for live, simultaneous communication, so you can't chat by yourself.

**ASSESSMENT**

**Post** in a *Sakai* Chat Room.

3. **WHOLE GROUP** Discuss the following topics.
  - a. How is *Sakai* the same and how is it different from other software programs you have used?
  - b. What is appropriate etiquette for posting in *Sakai*?
4. **WHOLE GROUP** Encourage students to log into *Sakai* outside of school and make use of the tools in this lesson (especially to use the **My Resources** tool as a digital locker, secure personal storage space within *Sakai*).

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Edit a Lesson if desired
- Schedule a Lesson
- Unschedule, or re-schedule, a Lesson

### CHAT ROOM

- Set up a Chat Room for the Communications lesson.

## Ohio Academic Content Standards

### Grade 9 Technology

#### Standard 3 Technology for Productivity Applications

**Benchmark B:** Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

**Productivity Tools 2.** Demonstrate proficiency in all productivity tools (e.g., word processing spreadsheet, database, desktop publishing).

#### Standard 4 Technology and Communication Applications

**Benchmark B** Create, publish and present information, utilizing formats appropriate to the content and audience.

**Use of Communications 2.** Use technology to publish information in electronic form (e.g., Web, multimedia, digital video, electronic portfolio).

**Benchmark C** Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

**Use of Communications 3.** Identify and use the appropriate communication tool to collaborate with others (e.g., presentation Web site, digital video).

## REFLECTION



## ASSIGNMENT

Following the completion of the lesson activities have students use the

**Sakai** Assignments Tool to submit a reflection to the following prompts.

1. Describe the tools present in **Sakai**. How are they the same or different from other tools you have used or currently use in class?
2. What **Sakai** tool was the most challenging to use?
3. What **Sakai** tool was the easiest for you to use?
4. How do you think **Sakai** could help you in the experiential learning internship program?
5. Name and describe three ways that **Sakai** can help you with your other classes.

### ASSESSMENT

**Reflection** Write and submit a reflection about using **Sakai**.

### ASSESSMENT

Use the **Introduction to Sakai Rubric** to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs may require more time on the assignment. Additional assistance may also include advisors assisting students in typing their responses to the questions, or giving one-on-one assistance as they navigate the **Sakai** website. In most cases, **Sakai** content is available to screen readers for students who are blind or those with low vision.

### GIFTED AND TALENTED

Technologically gifted students, especially those with some email experience, have found great success working with all aspects of course management systems. These students can act as wonderful assistants if they are trained ahead of class time and asked to help struggling students after having completed the assignment themselves. They also can explore the **Sakai** help pages and teach the teacher about new tools that might be useful for the class.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

#### **Sakai**

- Use the **Sakai** website for a complete overview of the open source **Sakai** program. <http://Sakaiproject.org/>

#### Open Source Software

- Use the Open Source Initiative site to learn about open source software. <http://www.opensource.org>