

ESTIMATED TIME

3 class periods

PREREQUISITES

- Before students can save their work, folders will need to be identified for student work so they know where their work should be saved. Check to make sure the folders meet any school technology requirements.
- For the 2nd and 3rd parts of the lesson, reserve a computer lab so that all students can be logged on to a computer with internet access.
- 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.
- For Part 2 of the lesson, start a discussion in the Forum tool titled *Netiquette Community Rules*.
- For the last part of the lesson, post the presentation **How to Use Sakai Guide for Students** in Resources.
- Review the **How to Use Sakai Guide for Teachers**. Add and refine the document as you learn more about **Sakai**.

RESOURCES AVAILABLE

- **Netiquette: Rules for Online Behavior Rubric**
- **Netiquette: Aspirations and Fears Reflection Guidelines Parts 1-3**
- **Netiquette: Establishing a Community**
- **How to Use Sakai Guide for Student presentations**
- **How to Use Sakai Guide for Teachers**

ACROSS THE CURRICULUM

This lesson will help establish a culture for using the technology tools that the school offers. Therefore, other disciplines will know what all students have been taught and will be able to make general assumptions about a student's ability in regards to the online learning tools.

LESSON GOAL

Develop self-regulation and self-guided behavior when using electronic tools.

Essential Question

What is appropriate behavior for online communications?

Student Expectations

1. Work individually, in a small group, as a class, and online to list aspirations and fears about participating in an online community.
2. Develop a set of rules for the online community based on aspirations and fears.
3. Use **Sakai** to
 - a. Download a template.
 - b. Save a document.
 - c. Use Drop Box to submit an assignment.
 - d. Use the Assignments Tool to submit an assignment.
 - e. Participate in a Forum threaded discussion.
4. Reflect on appropriate online communications.

LESSON OBJECTIVES

1. Articulate the rules governing online, networking software for school-appropriate use.
2. Demonstrate knowledge of Forum Tool (threaded discussion).
3. Demonstrate knowledge of digital assignment submission.
4. Communicate effectively in a digital medium.
5. Demonstrate the process by which to work meaningfully in the digital environment.

RATIONALE

This lesson is meant to allow students to construct the rules for their online community. Having students develop and then agree to their own list of rules based on their aspirations and fears is a powerful learning and self-responsibility opportunity.

This lesson should be presented prior to students using threaded discussion, submitting journals via email, sending email via the school's system, Drop Box, or using Forum tools.

Finally, this lesson is designed to utilize the tools present in **Sakai**. However, there are similar tools in other digital learning software packages which your school may use (i.e. Moodle, Polilogue, Angel, Blackboard, etc.). The lesson may need to be modified to correctly articulate the language and functionality of these systems as they may be different from **Sakai**.



Netiquette: Rules For Online Behavior Rubric



Netiquette: Aspirations and Fears-Reflection Guidelines



Netiquette: Establishing a Community

PROCEDURES: WHAT TO DO

Aspirations and Fears

- 1. WHOLE GROUP** Hand out the *Netiquette: Rules for Online Behavior Rubric* to introduce this lesson and explain how students will be evaluated.
- 2. INDIVIDUAL** Hand out the *Netiquette Aspirations and Fears Reflection Guidelines Part 1*. Give students five minutes to complete Part 1 where they will list their aspirations and fears about their participation in an online community.

ASSESSMENT

Fears and Aspirations Identify and record three aspirations and fears about online community participation

- 3. SMALL GROUP** Divide the class into groups of 3-4. Have each group take 10 minutes to complete Part 2 of the *Netiquette: Aspirations and Fears Reflection Guidelines* in which they review their individual responses and decide on two aspirations and two fears that reflect the group's collective thoughts.

ASSESSMENT

Group List Work cooperatively to develop a group list of aspirations and fears about online community participation.

- 4. WHOLE GROUP** As a class, complete *Netiquette: Aspirations and Fears Guidelines, Part 3*. Have one student combine each group's aspirations and fears on the board into one list, eliminating duplications. Have another student draft a digital version of the class aspirations and fears, which will be submitted to the Drop Box and posted online in the Forum tool after review.
 - How many of the aspirations and fears were the same?
 - How many were different?
 - Why were they the same and different?

Access and review the document in the Drop Box. Add a pledge that each student will sign to honor the list. This should be done by each student verbally.

As a member of the online learning community, I promise to do my best to hold the community to these aspirations. I pledge to do my best to protect my fellow community members from their fears. I hope to do all of this for my benefit and the benefit of my learning community. Signed:

Then use *Sakai* to post the list in the Forum tool. Invite students to comment on the list and add any other aspirations and fears to the lists.

ASSESSMENT

Group List Work cooperatively to develop a class list of aspirations and fears about online community participation.



How to Use Sakai Guide for Teachers



How to Use Sakai Guide for Teachers



Student Pages

Establishing a Community

5. **WHOLE CLASS** To begin this part of the lesson, all students should be logged onto a computer with internet access. All students need to know the *Sakai* URL, their passwords and usernames, and be prepared to complete the assignment. Have students access the aspirations and fears list and sign the pledge.
6. **INDIVIDUAL** Have students download the template *Netiquette: Establishing a Community* in which they draft online community rules to address different situations. Have them consider each situation and write a thoughtful response, and a rule.
7. **INDIVIDUAL** Have students save their work and then submit their responses using the Assignments Tool.



ASSESSMENT

Assignment Tool Draft online community rules and submit them using the Assignments Tool.

8. **INDIVIDUAL** Have students copy and paste their responses into the *Netiquette: Community Rules* threaded discussion in the Forum tool you have established.
9. **WHOLE CLASS** After students have submitted their assignments and the threaded discussion has begun, monitor the threads. After several students have responded, discuss the list and have students decide on the online community's netiquette rules. Make them available on the Forum tool and use the Mailtool to send an electronic copy to all students.

ASSESSMENT

Forum Participate in an online threaded discussion.

10. Post the *How to Use Sakai Guide for Students* in the Forum tool. Have students add, change, and refine the guide as they learn more about *Sakai* throughout the year.

REFLECTION

At the end of the lesson, have students reflect on the following and use the *Sakai* Assignments Tool to submit it.



1. What effect do you think having the class make its own rules for netiquette will have on our online community?
2. How do you feel about working and learning in the online learning community?

ASSESSMENT

Reflection Write and submit a reflection about netiquette.

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
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

Forum

- Start a threaded discussion using the Forum Tool for the lesson communications.

Ohio Academic Content Standards

Grade 9 Technology

Standard 2 Technology and Society Interaction

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Technology and Ethics 1. Practice responsible usage of technologies (e.g., download legally, install licensed software, adhere to copyright restrictions).

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 1. Use e-mail in a teacher-moderated discussion group and in threaded discussion lists.

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

Use of Communications 3. Validate use of communi-

ASSESSMENT

Use the *Netiquette: Rules for Online Behavior 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 have adaptations made to their lessons by allowing for more time on their work. In addition, asking other students to help those IEP students who are struggling could be a reasonable adaptation.

GIFTED AND TALENTED

Gifted and talented students can be asked to help move the discussions along online, and record and submit the class aspirations and fears to the Drop Box. Technologically gifted students may also be asked to assist others in logging on, participating in discussion, and submitting their work to the Drop Box or to Assignments.

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/>

Netiquette Rules

- Use this site for electronic access to the core rules of netiquette. Shea, Virginia. *The Core Rules of Netiquette*. 2005. www.albion.com/netiquette/corerules.html (accessed 2008)Book Sources

PRINT RESOURCES

- Shea, Virginia. *Netiquette*. Albion Books, Albion.com, 1994. Use this book to learn about and review the core rules of netiquette.

cation techniques.

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 1. Demonstrate communication clarity and use elements and formats of e-mail to communicate with others (e.g., discussion lists, message boards, chat, instant messaging).

Use of Communications 2. Identify and use the appropriate communication tool to collaborate with others (e.g., presentation Web site, digital video).

Language Arts

Writing Processes

1. Use available technology to compose text.
2. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.