

A Place to Share

Desirable Features: Online Collaboration
 Additional Desirable Features as chosen by the teacher

Task Description

This is a generic ICT online collaboration task at Levels 3, 4 and 5. In this task, pupils are required to use Learning NI* to communicate with other pupils and collaborate on a topic specified by the teacher. Depending on the level at which they are working, pupils may take part in an online course upload their work and comment on their own and each others' work. The Pupil Notes are set out in 3 parts. Part 1 of the task has been designed for pupils working at Level 3, Part 2 for Level 4, and Part 3 for Level 5.

This task also provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

* Although this task is written for LearningNI it can be adapted for use with any other Learning Environment.

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- **communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.**

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Flexibility

This task is flexible and can be used in conjunction with any other task, for example, pupils could produce a digital presentation, leaflet, etc that they then upload, share with others and invite comments. It would be important that teachers in addition to using the Desirable Features for Online Collaboration in this task use any additional Desirable Features related to the specific aspect of ICT that pupils are involved in. For example, if the pupils are uploading or attaching a digital presentation they have created then the Desirable Features for Presentation are used in addition to those for Online Collaboration and so on.

Teachers should ensure that before starting this task that pupils have an understanding of e-safety and acceptable online behaviour.

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	✓
Personal Development and Mutual Understanding	✓
Physical Education	✓
The World Around Us	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

A Place To Share

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information

Thinking, Problem-Solving and Decision-Making

Being Creative

Working with Others

Self-Management

Prior Knowledge/Experience

Pupils should have experience in some of the following:

- logging on to and navigating through LNI;
- taking part in an online discussion;
- showcasing their work by uploading to LNI; and
- commenting online to others' work

Resources

Learning NI - www.learningni.net

Course set up for pupils (LNI Guidance within the staff area of LNI)

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils discuss and research the topic in preparation to taking part in the online discussion. They should also decide upon the best method of presenting this information and make decisions about which resources to use ie text, images sound etc.

Do

Pupils carry out their work and post it on LNI. They view and respond to each others' presentations, posting comments and entering into discussion.

Review

Pupils talk about experience, reflecting on how they communicated with others online. They talk about any problems they faced in working collaboratively and discuss what they might do differently next time.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Online Collaboration at Levels 3, 4 and 5. These Desirable Features have been produced

as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgment of the pupil's level of UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

Assessment Criteria Grid			
UICT Requirements	Level 3	Level 4	Level 5
Explore <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use information from given digital sources (explore); carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources (explore); investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit, use and evaluate assets from a range of digital sources (explore); investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> communicate and develop ideas by creating and editing text and/or data onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express); 	<ul style="list-style-type: none"> process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Online Collaboration)	Desirable Features - Level 4 (Online Collaboration)	Desirable Features - Level 5 (Online Collaboration)
Explore <ul style="list-style-type: none"> access, select, interpret and research information from safe and reliable sources; investigate, make predictions and solve problems through interaction with digital tools. 	Typically the pupil can: <ul style="list-style-type: none"> log on to a Virtual Learning Environment (VLE) such as LNI, Blackboard or Moodle (exchange); navigate through a VLE (explore); respond to an online prompt or posting (exchange); 	Typically the pupil can: <ul style="list-style-type: none"> understand that communication through a VLE is a two way process and there is a need for participants to check for responses (exchange); navigate through a VLE and access materials or courses (explore); 	Typically the pupil can: <ul style="list-style-type: none"> make timely responses understanding the need for regular log on (exchange); post responses and attachments (exchange); initiate new threads, for example, in a discussion forum (exchange/exhibit);
Express <ul style="list-style-type: none"> create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> understand that a VLE can be used for communicating (exchange); and communicate as a class with others, for example, by contributing to a class video-conference or sending a joint email (exchange). 	<ul style="list-style-type: none"> take part in an online discussion forum posting responses to other participants (exchange); track changes and make modifications to collaborative documents, for example, amend a wiki, contribute to a Google document etc. (exchange/exhibit); 	<ul style="list-style-type: none"> use key features of collaborative software such as sharing materials and resources (exchange); and showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit).
Exchange <ul style="list-style-type: none"> communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		<ul style="list-style-type: none"> understand that there are synchronous and asynchronous forms of communication, for example, instant messaging or email (exchange); 	
Evaluate <ul style="list-style-type: none"> talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 		<ul style="list-style-type: none"> independently participate in communication via email, webcam or video-conference (exchange); and showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	
Exhibit <ul style="list-style-type: none"> manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

A Place to Share

Part 1

This task is based on a topic you are doing in class. Your teacher will have created a course on LNI for this topic.

- Log on to LearningNI.
- Find the topic area on your homepage that contains a discussion.
- Open the discussion and read the first message posted by your teacher.
- Reply to your teacher's message.
- Access material from the content list.



For moderation portfolio evidence:

- Create a print screen to show your reply to the message and your opening of the material.

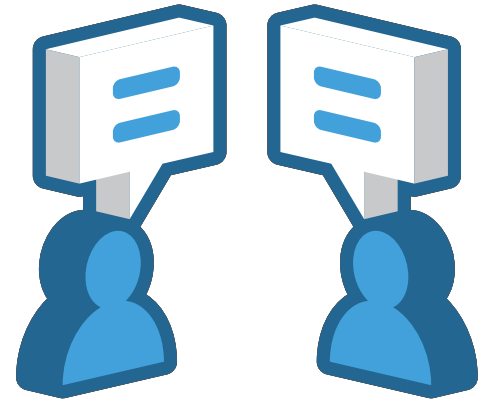


A Place to Share

Part 2

This task is based on a topic you are doing in class. Your teacher will have created a course on LNI for this topic.

- Log on to LearningNI.
- Find the topic area on your homepage that contains a discussion.
- Open the discussion and read the first message posted by your teacher.
- Reply to your teacher's message.
- Access material from the content list.
- Read some of the messages posted by other children in your class and reply to some of these.
- Find the Topic area on your homepage that contains a Groupwork area.
- Open the Groupwork area and add a presentation or a document that you have created into the Groupwork area for others to see.



For moderation portfolio evidence:

- Create a print screen to show your replies to the messages and your opening of a piece of material from the content list.



A Place to Share

Part 3

This task is based on a topic you are doing in class. Your teacher will have created a course on LNI for this topic.

- Log on to LearningNI.
- Open the relevant discussion that has been created in a topic area that you have access to and read the initial message.
- Reply to this message, formatting your message and adding an attachment.
- Use the discussion forum to continue to engage in an online conversation with members of your class, posting multiple messages in response to their messages to you.
- Open the Groupwork area and create a folder for your work. Give the folder a name that identifies it as yours.
- Upload a variety of files of your own work on this topic such as a presentation or Word document into the Groupwork area folder.
- Use the learner tracking tool to look at how well you are doing in relation to this course.
- If your teacher has created a quiz for you locate and complete it.

For moderation portfolio evidence:

- Create a print screen to show all your work.

