

Title	Online communication and collaboration skills for primary school students
Abstract	<p>These teaching and learning activities are aimed for Year 3 students in a UK primary school (students aged 7-8). The aim are the following: i) supporting students with developing their online communication and collaboration skills, ii) raising their awareness regarding the appropriate netiquette they need to adopt, iii) supporting their understanding about the issues surrounding the creation of their digital identity and profile.</p> <p>This includes navigating, communicating and collaborating across various digital contexts such as formal virtual learning platforms (e.g. Google classroom) as well as informal digital worlds (e.g. gaming platforms, social media (?) etc).</p> <p>There are [7] different lesson plans and various resources that will be used over [7] consecutive weeks as part of the Personal, social, health and economic education (PSHE).</p>
Keywords	Online communication, online collaboration, netiquette, digital identity, digital profile.
Framework topic	<p>Digital communication and collaboration> <i>Online communication</i> <i>Online collaboration</i> <i>Digital identity and profiles</i></p> <p>Digital well-being and safety> <i>Online safety</i></p> <p>Digital content creation> <i>Creative digital expression</i> <i>Co-creation</i></p>
Target	<input checked="" type="checkbox"/> primary <input type="checkbox"/> lower secondary school <input type="checkbox"/> upper secondary school

Overall educational scenario structure

Unit(s)/Phase(s)	Title and time	Framework topic
1	Introduction to online communication and identifying students' needs	Online communication
2	Online communication: netiquette	Online communication
3	Online communication: identity and profiles	Digital identity and profiles
4	Introduction to online collaboration	Online communication
5	Online communication and collaboration: online safety	Online safety

6	Working collaboratively to create a digital poster on netiquette	<i>Creative digital expression</i> <i>Co-creation</i>
7	Working collaboratively to create a digital poster on digital identity and profiles	<i>Creative digital expression</i> <i>Co-creation</i>

Description of the Unit(s)/Phase(s)

Unit(s)/Phase(s) no. 1 / Title (Time)	
Topic(s)	Introduction to online communication and identifying students' needs
Specific objectives	<i>Indicate the specific objectives of this unit/phase</i> <i>1) To support students' critical digital literacies in relation to online communication</i> <i>2) To identify their needs and understand how they communicate online with various networks and audiences (e.g. teachers, family, friends, other)</i>
Pedagogical methods	<i>Indicate the pedagogical/teaching methods characterizing the unit</i> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<i>Introduction (max 500 characters)</i> <i>Describe the instructions for students</i> <i>Activity (max 500 characters)</i> <i>Describe the activity to carry on</i>

	<p>Conclusion (max 500 characters) <i>Describe the conclusion</i></p>
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Unit(s)/Phase(s) no. 2 / Title (Time)	
Topic(s)	Online communication: netiquette
Specific objectives	<p><i>Indicate the specific objectives of this unit/phase</i></p> <p>1) <i>To support students' critical digital literacies in relation to online communication</i></p> <p>2) <i>To...</i></p> <p>3) <i>To...</i></p>
Pedagogical methods	<p><i>Indicate the pedagogical/teaching methods characterizing the unit</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<p>Introduction (max 500 characters) <i>Describe the instructions for students</i></p> <p>Activity (max 500 characters) <i>Describe the activity to carry on</i></p> <p>Conclusion (max 500 characters) <i>Describe the conclusion</i></p>

Unit(s)/Phase(s) no. 3 / Title (Time)	
Topic(s)	Online communication: identity and profiles
Specific objectives	<p><i>Indicate the specific objectives of this unit/phase</i></p> <p>1) <i>To support students' critical digital literacies in relation to online communication</i></p> <p>2) <i>To...</i></p> <p>3) <i>To...</i></p>
Pedagogical methods	<p><i>Indicate the pedagogical/teaching methods characterizing the unit</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<p><i>Introduction (max 500 characters)</i> <i>Describe the instructions for students</i></p> <p><i>Activity (max 500 characters)</i> <i>Describe the activity to carry on</i></p> <p><i>Conclusion (max 500 characters)</i> <i>Describe the conclusion</i></p>

Unit(s)/Phase(s) no. 4 / Title (Time)	
Topic(s)	Introduction to online collaboration
Specific objectives	<p><i>Indicate the specific objectives of this unit/phase</i></p> <p>1) <i>To support students' critical digital literacies in relation to online communication</i></p> <p>2) <i>To...</i></p> <p>3) <i>To...</i></p>
Pedagogical methods	<p><i>Indicate the pedagogical/teaching methods characterizing the unit</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<p><i>Introduction (max 500 characters)</i> <i>Describe the instructions for students</i></p> <p><i>Activity (max 500 characters)</i> <i>Describe the activity to carry on</i></p> <p><i>Conclusion (max 500 characters)</i> <i>Describe the conclusion</i></p>

Unit(s)/Phase(s) no. 5 / Title (Time)	
Topic(s)	Online communication and collaboration: online safety
Specific objectives	<i>Indicate the specific objectives of this unit/phase</i> 1) <i>To support students' critical digital literacies in relation to online communication</i> 2) <i>To...</i> 3) <i>To...</i>
Pedagogical methods	<i>Indicate the pedagogical/teaching methods characterizing the unit</i> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<i>Introduction (max 500 characters)</i> <i>Describe the instructions for students</i> <i>Activity (max 500 characters)</i> <i>Describe the activity to carry on</i> <i>Conclusion (max 500 characters)</i> <i>Describe the conclusion</i>

Unit(s)/Phase(s) no. 6 / Title (Time)	
Topic(s)	Working collaboratively to create a digital poster on netiquette
Specific objectives	<i>Indicate the specific objectives of this unit/phase</i> 1) <i>To support students' critical digital literacies in relation to online communication</i> 2) <i>To...</i> 3) <i>To...</i>
Pedagogical methods	<i>Indicate the pedagogical/teaching methods characterizing the unit</i> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<i>Introduction (max 500 characters)</i> <i>Describe the instructions for students</i> <i>Activity (max 500 characters)</i> <i>Describe the activity to carry on</i> <i>Conclusion (max 500 characters)</i> <i>Describe the conclusion</i>

Unit(s)/Phase(s) no. 7 / Title (Time)	
Topic(s)	Working collaboratively to create a digital poster on digital identity and profiles
Specific objectives	<i>Indicate the specific objectives of this unit/phase</i> 1) <i>To support students' critical digital literacies in relation to online communication</i> 2) <i>To...</i> 3) <i>To...</i>
Pedagogical methods	<i>Indicate the pedagogical/teaching methods characterizing the unit</i> <input type="checkbox"/> Direct teaching (e.g. teacher giving a lecture to introduce key concepts) <input type="checkbox"/> Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) <input type="checkbox"/> Discussion (e.g. students engaged in an open debate on a certain topic) <input type="checkbox"/> Group work (e.g., students working in small group to pursue a common objective) <input type="checkbox"/> Role play/Simulation (e.g. students interpreting a role in a given situation) <input type="checkbox"/> Project work (e.g., students working in small group to develop a project) <input type="checkbox"/> Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) <input type="checkbox"/> Brainstorming (e.g. students engaged in process of generation of ideas) <input type="checkbox"/> Case study (e.g. students involved in case analysis)
Evaluation	<i>Specify how learning of this unit/phase will be assessed</i>
Technical support	<i>Specify what type of technical support is needed</i>
Structure	<i>Introduction (max 500 characters)</i> <i>Describe the instructions for students</i> <i>Activity (max 500 characters)</i> <i>Describe the activity to carry on</i> <i>Conclusion (max 500 characters)</i> <i>Describe the conclusion</i>