Classroom Collaborating! (Google Classroom)

Desirable Features: Online Communication

Assessment Focus	Pupil Notes	
Online Communication	Level 2	Part 1
• Explore 1*	Level 3	Part 2
• Express	Level 4	Part 3 and: Part 3a Shared Project (Quiz); **OR** Part 3b Shared Project (Presentation)
• Exchange		
• Evaluate		
• Exhibit		

* Explore 1 refers to the first bullet point of Explore in the Levels of Progression.

Task Description

Teachers can set this Using ICT task in a curricular context of their choice.

In this task, pupils are required to use Google Classroom (or an online platform of your choice) to collaborate with others. Depending on the level they are working at, they will co-create, co-author, communicate and collaborate on a topic specified by the teacher. They should work together to create a shared learning experience, combining online discussions and uploading and working on shared pieces of work. They should have the opportunity to video conference if desired.

Pupils can work as a group or individually. **The pupil notes within this task are optional for use**.

When making a judgement of the pupil's level of Using ICT competence within this task, teachers should use the Assessment Criteria Grid.

As this is a generic task, it lends itself for use alongside other Using ICT tasks or any ICT classroom activity. For example; pupils could produce a newsletter or presentation and collaborate live on it together. Teachers should reference the Desirable Features for any additional aspects of Using ICT that the pupils use.

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Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in:

- Using Google Classroom and using GSuite or Office 365 applications such as: Google Docs, Google Sheets, Google Slides, PowerPoint, Sway, Outlook, Word;
- Taking photographs and saving to specific locations. Eg Google Drive, iPad camera roll;
- Uploading work to a digital portfolio such as Google Classroom;
- Posting and replying to messages within Google Classroom;
- Adding 'comments' to a piece of work through Office 365 or GSuite;
- Knowledge of how to 'hand in' a piece of work;
- Sharing a piece of work for collaboration through email;
- Working together in real time on a shared document; and
- Knowing how to stay safe online.

Resources

Suitable software such as:

- Google Classroom – and GSuite and/or Office 365 suite

Other resources

- ThinkUKnow, Childnet
- Jamboard (Google) or similar

Managing the Task – Teacher Guidance and activity suggestions

You will need to create a Google Classroom for your class and generate a class 'join code' or add all the children to the Google Classroom.

Depending on the age and experience of your pupils, you can add topics and relevant topic content and what you ask the pupils to contribute to, or create, will depend on the level at which you are pitching your activity.

The children should all join the Google Classroom.

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Part 1: Level 2	Part 2: Level 3	Part 3: Level 4
Teacher notes and activity *suggestions* appropriate **at this level:**	Teacher notes and activity *suggestions* appropriate **at this level:**	Teacher notes and activity *suggestions* appropriate **at this level:**
• The teacher should create an assignment. This can be a set of instructions for the children. **For example**, ask the children to make a digital poster using a suitable app or make a collage and take a photograph of it. The children should already know how to upload to a Google Classroom assignment from the camera roll of the iPad or from the documents on a PC. **OR** • Children can complete an online quiz set by the teacher. This should be created by the teacher in Google Forms and then set up as a Quiz Assignment within Google Classroom.	• Teachers should add relevant content to the Google Classroom Topics. This could be sub-sections of topic areas (*for example Viking Houses, Viking Longships; Viking Clothing or Who I am; My Local Community; My School*). These topics will provide materials and information for the children to help them with their presentation and also allow for discussions. Teachers could use the Question tool within Classwork to create opportunities for pupils to collaborate on questions. • The teacher should set up a Jamboard (or similar organiser/ mood board/ interactive canvas app*) within the Google Classroom with a whiteboard for each group in the class. This shared area will enable the children to upload their work for peer review and feedback. **Please take note of the minimum age of use of each app that you use with the children, as many apps are not intended to be used with children under the age of 13.*	**After School Clubs** – teacher creates topics for each Club. Children will manage these channels, sharing and uploading content and participating in discussions – with teacher monitoring. **eSafety** – Topics created within Google Classroom on various aspects of eSafety. Children can upload videos, podcasts, posters, presentations of the specific areas to share with others. Take part in discussions about how to stay safe online. **The World Around Us** – Google Classroom could be set up with materials in topics on different aspects of the topic *For example, Titanic, Vikings, Castles, Mighty Me, Local Wildlife.* **PD&MU** – Set up a Wellbeing hub to support pupils' wellbeing and mental health. Use of CCEA Wellbeing Hub resources. https://ccea.org.uk/ learning-resources/wellbeing-hub

Managing the Task in the Classroom

Pupils should be given opportunities to:

Plan

Pupils should discuss the importance of working with others and understand how we can help each other and learn from each other. They should talk about how to stay safe online and the things they can do to protect themselves. They will discuss appropriate online behaviour when interacting within a shared space.

Depending on the level they are working at they should plan the content for their digital collaboration/ presentation. This could be via an online discussion, shared PowerPoint/Google Slides, Sway, a leaflet, poster. Think about the resources they will use and the design, theme, layout, fonts, images and videos they want to include.

Assign each group or individual a section of the collaboration to work on.

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Do

Pupils should work individually or as a group to collaborate online. They should communicate politely and responsibly to online discussions. They should navigate through the different channels within a Google Classroom and access materials relevant to the topic. They should post comments and know how to share work. They will collaborate on a piece of work, such as a document/ presentation/ Form contributing to online discussions.

Pupils should decide who their audience will be and how they are going to present their work. They should work with others to create a shared collaboration ensuring everyone in their group gets to contribute. They can create their own text, images and/or video/ web links.

Depending on the level they are working at, pupils should save, store, retrieve and share their work appropriately. They should understand how to send and respond to emails. They may wish to share their work via video conferencing. This could be presenting their work to another class in the school, for example Year 7 presenting to Year 3. Or it may involve collaborating on shared work and video conferencing with their link school for Shared Education.

Review

Pupils should have the opportunity to talk about their work and be able to reflect on how this task links effectively with the Thinking Skills and Personal Capabilities framework.

Pupils should reflect on how they communicated with others online and if this could be improved. Pupils should talk about what worked well and also any problems faced and discuss what they might do differently next time.

Evidence for External Moderation

As well as submitting the final product, please include:

- Evidence of planning – copy of documents with comments
- Screen shots of pupil interaction and online comments
- Screen recordings
- Pupil evaluation

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Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out the Requirements for Using ICT that are covered in this task. Alongside this are the Levels of Progression and the Using ICT Desirable Features for Online Communication at Levels 2, 3 and 4. 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 Using ICT competence, teachers should ensure that these Desirable Features are used in conjunction with the Using ICT Levels of Progression.

Assessment Criteria Grid			
Using ICT Requirements	**Level 2**	**Level 3**	**Level 4**
Explore • access, select, interpret and research information from safe and reliable sources.	Pupils can: • find, select and use information from a given digital source;	Pupils can: • research, select, edit and use information from given digital sources;	Pupils can: • research, select, edit and use assets from a range of digital sources;
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.	• create and edit text onscreen, combining images and/or sound;	• communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds;	• process found or self-produced assets, including text, data, sound, and still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose;
Exchange • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.	• identify and talk about ways of communicating digitally;	• use a contemporary digital method to communicate or contribute to a supervised online activity;	• use contemporary digital methods to communicate, exchange and collaborate in supervised online activities;
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.	• talk about how to improve their work; and	• make modifications to improve their work; and	• use appropriate ICT tools and features to improve their work; and
Exhibit • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.	• save their work.	• save using file names and select work to showcase learning digitally.	• select, organise, store and retrieve their work to showcase learning digitally in a personalised area.

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

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Desirable Features: Online Communication

Online Communication is where children work together using digital tools to communicate, collect and share ideas to complete a task or create something new.

Some examples of online collaboration in the Primary Classroom are:
- Video conferencing
- Emails
- Blogging
- Using discussion boards to share ideas
- Using online functions such as commenting to leave opinions on others' work
- Collaborating on a shared document
- Creating material online together
- Sharing work within a Virtual Learning Environment (VLE)
- Using Cloud-based tools to store organise, complete, share and submit work
- Sharing materials – eg work such as images or written activities to a wider audience.

Desirable Features		
Online Communication: Level 2	**Online Communication: Level 3**	**Online Communication: Level 4**
Before working online, pupils need to be aware of **e-safety** practices.	Before working online, pupils need to be aware of **e-safety** practices.	Before working online, pupils need to be aware of **e-safety** practices.
Pupils should:	**Pupils should:**	**Pupils should:**
• talk about how to keep safe and demonstrate appropriate online behaviour using suitable materials such as the CEOP Thinkuknow age-related activities;	• view and discuss e-safety materials such as the CEOP Thinkuknow age-related activities;	• use and discuss e-safety materials such as the CEOP Thinkuknow or Google (Be Internet Awesome (Interland)) age-related activities;
• explore what cyberbullying means and what to do if they encounter it;	• increase awareness of fake news and learn how to assess what they read online;	• describe issues online that might make someone sad, worried, uncomfortable or frightened;
• understand the need to keep personal information and passwords private;	• learn skills to help determine if something is real or fake;	• come up with ways of managing situations and give examples of how to get help if these issues occur either on or offline; and
• recognise the need for a secure password;	• develop knowledge of the impact of online reputation and how technology can have a negative impact on people's lives;	• beware what they share – they will lose control of images once they are sent.
• know that if they share information online it leaves a digital footprint or trail;	• understand that in gaming and other online forums, not everyone is who they say they are; and	
• understand that keyword searching is an effective way to locate online information and how to select keywords to produce the best search results; and/or	• increase awareness of healthy screen time.	
• realise that not all websites are equally good sources of information.		

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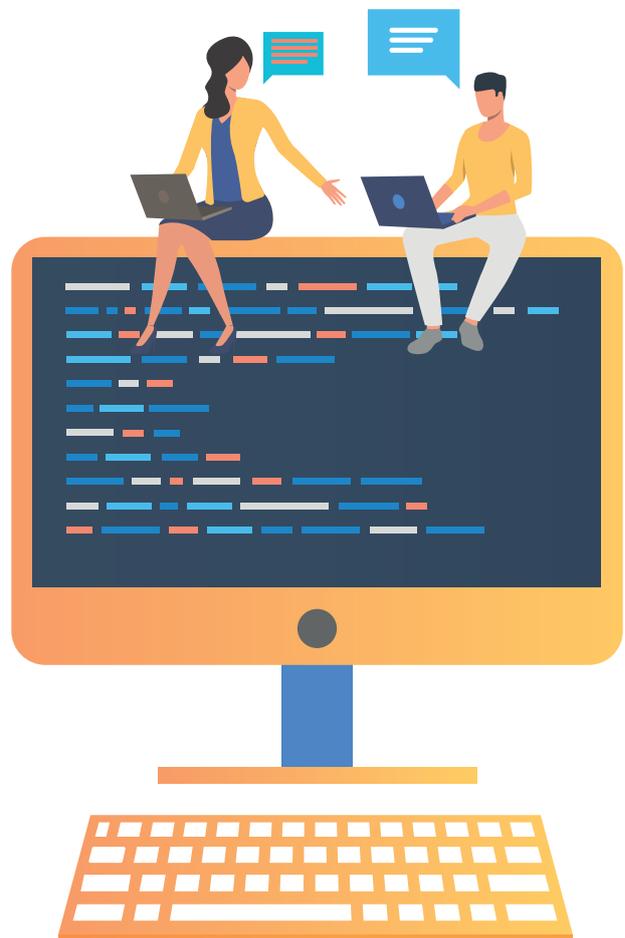| Desirable Features		
Online Communication: Level 2	**Online Communication: Level 3**	**Online Communication: Level 4**
The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything. If using Google Classroom or Microsoft Teams (or equivalent), **pupils should:** • join a class Team or Google Classroom with a code and reply appropriately to a message posted by your teacher or a classmate; • add a Post to the Stream or Channel, for example ask a relevant question about class or assignments or share relevant resources related to the class subject or topic; • record a message for their class in the Posts area, using the microphone icon; • access and complete an online quiz set by the teacher; • know how to access Assignments in Teams and attach a piece of work or a photograph of your work for the teacher; • take part in a whole class video meeting using for example Google Meet or MS Teams.	**The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.** If using Google Classroom (or equivalent), **pupils should:** • join a class and navigate the main menu, accessing the classwork stream and the announcements; • reply appropriately to an announcement from the teacher; • add content to the post such as local file Attachments or files from Google Drive, YouTube videos and links to other resources; • view assignments and Turn in an assignment, making changes to a document created by their teacher; • be able to view feedback from their teacher and access any marks awarded.	**The bullet points below describe what is appropriate at this level. Pupils should cover a combination, but do not have to cover everything.** If using Google Classroom (or equivalent), **pupils should:** • join class and navigate the main menu accessing the classwork stream and the announcements; • be able to attach a file to their assignment and turn it in; • work with their classmates to create a shared document, presentation using online tools such as Google Docs, Google Sheets or Google Slides; • be able to create and share an online document with others and track any changes made; • use Google Forms to create a quiz or survey that can be shared and completed by others and then be able to analyse the results.

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Part 1

This task is based on a topic you are doing in class. Your teacher will have created a 'Google Classroom' for you to join. In this shared learning space, you will be able to take part in online discussions with your teacher and your classmates. You will be able to share your work.

• Join Google Classroom with the code your teacher has given you.

• Add a comment to the stream/topic responding to a question or statement your teacher and/or classmates have asked.

• Access the 'Classwork' your teacher has set and complete your work.

• View the feedback comments from your teacher.

• Talk about what you found hard/ easy about this activity and how you could improve your work.

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Part 2

This task is based on a topic you are doing in class. Your teacher will have created a 'Google Classroom' for you to join. In this shared learning space, you will be able to take part in online discussions with your teacher and your classmates. You will be able to share your work and collaborate together.

- Join a Google Classroom with the code your teacher has given you.

- View the material in the Topics your teacher has set up.

- Add comments to the stream responding to your teacher and/or classmates.

- On the Jamboard your teacher has set up, work together to create a group presentation using Google Slides or PowerPoint with your classmates. Assign each person/pair a section to work on together.

- Using the 'Comments' tool to add, review and reply to comments from your peers.

- Comment on a presentation created by another group.

- Talk about how you could improve your work and make any changes necessary.

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Part 3

This task is based on a topic you are doing in class. Your teacher will have created a 'Google Classroom' for you to join. In this shared learning space, you will be able to take part in online discussions with your teacher and your classmates. You will be able to share your work and collaborate together.

• Join Google Classroom with the code your teacher has given you.

• View the material in the topics your teacher has set up within Classwork.

• Comment to relevant channels responding to your teacher and classmates.

• Work on a shared project that your teacher has told you to.

• Review your work and make any changes required before publishing or uploading to a wider audience.

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Part 3a - Shared Project

Create a quiz using Google Forms

- In a small group, create a Quiz or Survey (linked to the topic you have been learning about through your Google Classroom.)

- Give your quiz/form a title and add images where relevant to enhance the appearance.

- Choose a theme and then decide on the different sections within your form.

- Think about the type of questions you wish to include. E.g. Choice, Text.

- Remember in Quiz to set the correct answer for each question and assign points for each correct answer. Make sure you set the 'Required' answer button so no one leaves a question out.

- Share your quiz/form with your class. View and analyse the results and present your findings to your class.

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Part 3b - Shared Project

Create a collaborative Google Slides or PowerPoint presentation

- Using Google Slides or PowerPoint you will work together to present information on a topic assigned by your teacher. In your group, plan a project on a particular topic, work within your group to assign specific sections to each person.

- You want everyone in your group to be able to create, edit and revise changes.

- Work together in your group to set up the introduction. Then when sharing the presentation for collaboration through email, one person should select 'Invite people to edit' and share that collaboration link.

- Each person in the group should work on their assigned section. They can add a variety of media, such as text, photographs, audio recordings, video links etc.

- The group should meet regularly to review how the task is developing and discuss any improvements and changes that could be made.

- Once complete share the link with only 'viewing rights' to your desired audience. This could be a newsletter on the school website, a Twitter feed or a link within Google Classroom for the other members to view.

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