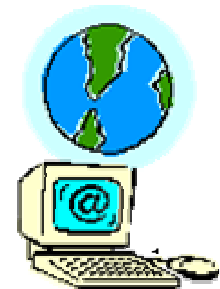


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**TECHNOLOGY OF eTWINNING
PARTNERSHIPS – SELECTING
TOOLS FOR ONLINE
COLLABORATION**



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PRESENTATION OUTLINE



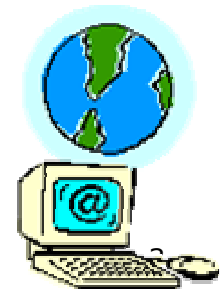
1. CONSIDERING THE ICT DIMENSION OF COLLABORATIVE PROJECTS
2. DISCUSSION OF SELECTED WEB 2.0 COLLABORATION TOOLS
3. LEGAL ASPECTS OF ONLINE COLLABORATION: COPYRIGHT AND INTERNET SAFETY



TECHNOLOGY OF eTWINNING PARTNERSHIPS – SELECTING TOOLS FOR ONLINE COLLABORATION

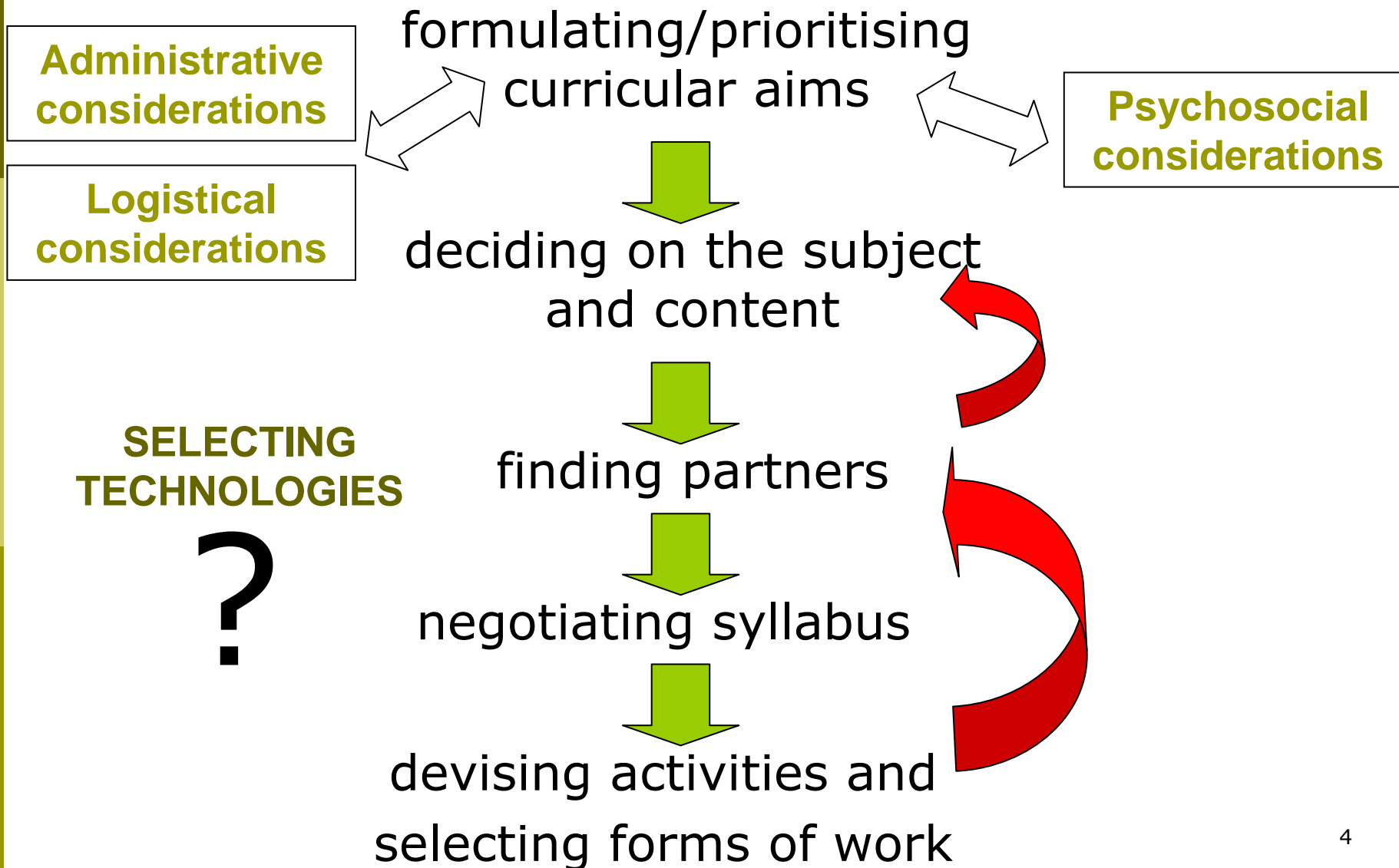
Part 1:

CONSIDERING THE ICT DIMENSION OF
COLLABORATIVE PROJECTS



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PLANNING THE PARTNERSHIP



DEFINING AN eTWINNING PROJECT



1. Find an interesting topic (see [European helpdesk](#) for [ideas](#))

- fitting in with the national curriculum
- with twinning potential, flexible enough to be adaptable

2. Reflect on learners' literacy and language skills

- text-based, audio-based or graphic conferencing
- production technologies familiar to learners



3. Consider the ICT dimension

- availability of the computer lab
- type of Internet connection (dial-up vs. broadband)
- digital camera, webcams, headphones, output device (LCD/TV/IWB)

4. Get in-school support

- prepare a presentation for the headteacher
- motivate other staff
- arrange teaming up with the IT specialist

FORMS OF ONLINE WORK



- 1. Communication:** focused on message exchange and information delivery, allowing participants to easily distribute information and resources to one another
- 2. Cooperation:** requires that students work together, each striving to complete their part of a task, but the aspect of negotiation of the outcome is not essential for successful task completion
- 3. Collaboration:** working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole

TECHNOLOGIES FOR VIRTUAL TEAMING



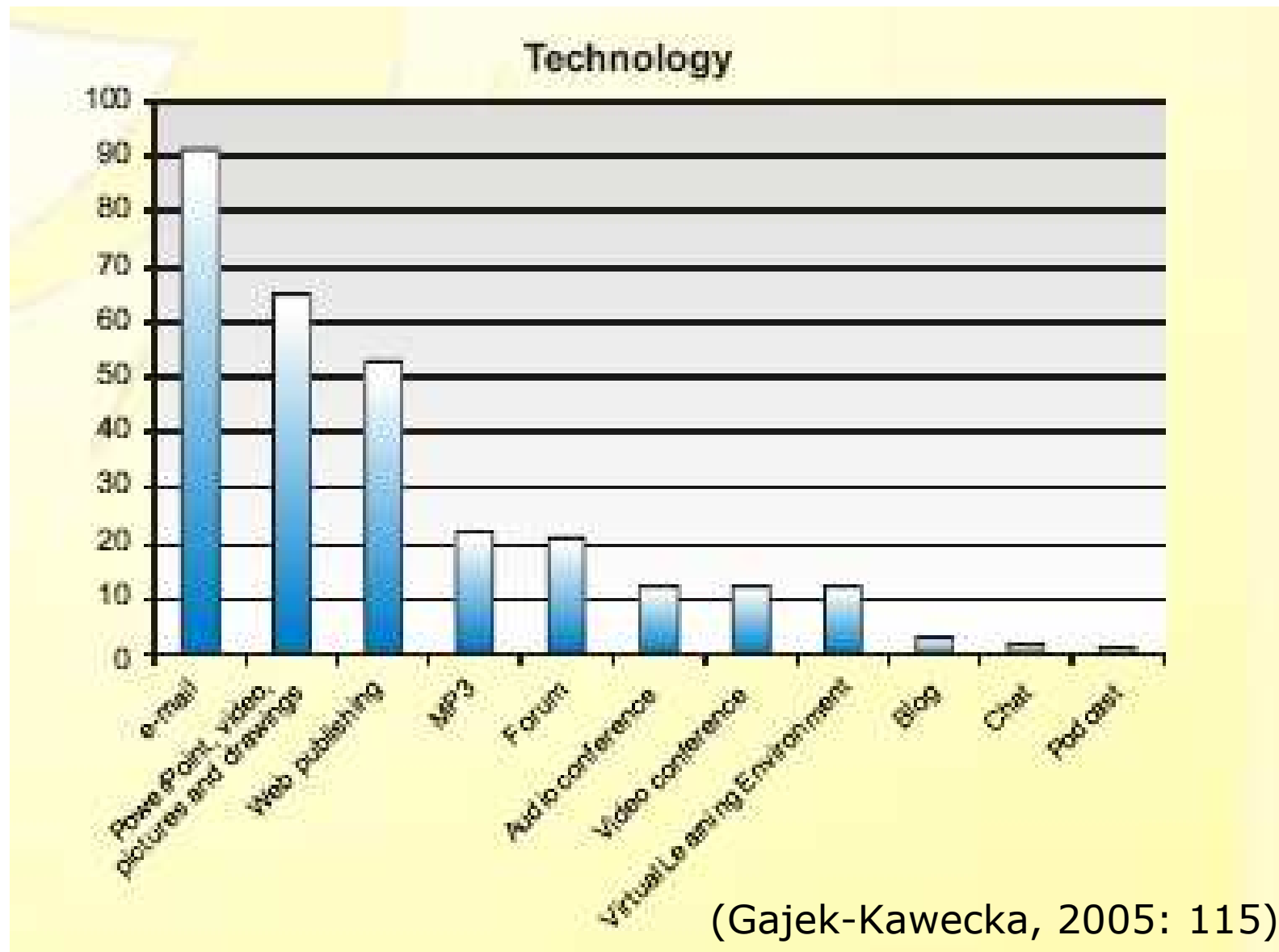
- ❑ **Asynchronous tools**, where interaction is done with a delay
 - email, discussion boards, wikis, blogs, online word processors
- ❑ **Synchronous tools**, creating the learning context and mediating social exchange
 - text/audio/video/graphic conferencing, MOOs, whiteboards
- ❑ **Same time, same place** (residence meeting)
- ❑ **Same time, different place** (audio conference, video conference)
- ❑ **Different time, same place** (chat room, bulletin board)
- ❑ **Different time, different place** (e-mailing, voice mail message)
- ❑ **Text, audio, video, data** exchange tools

RECONCILING DIFFERENT TECHNOLOGIES IN A PARTNERSHIP

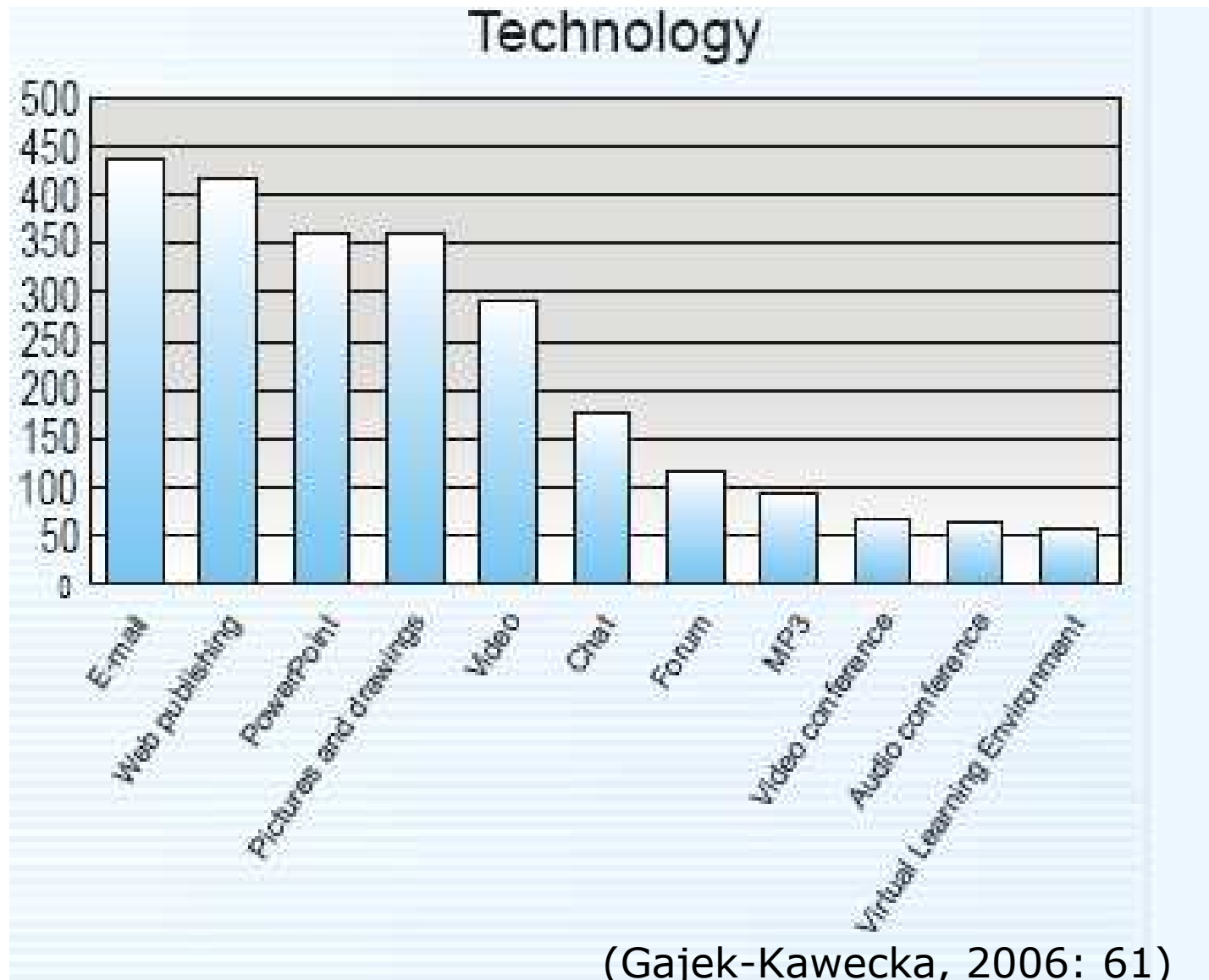


- „Successful virtual collaboration depends on the balanced integration of technologies and pedagogical activities, and the decisions on the specific tools and their features to be exploited in the language classroom naturally influence the virtual team’s processes and performances” (Lee, Magjuka, Liu, Bonk, 2006).

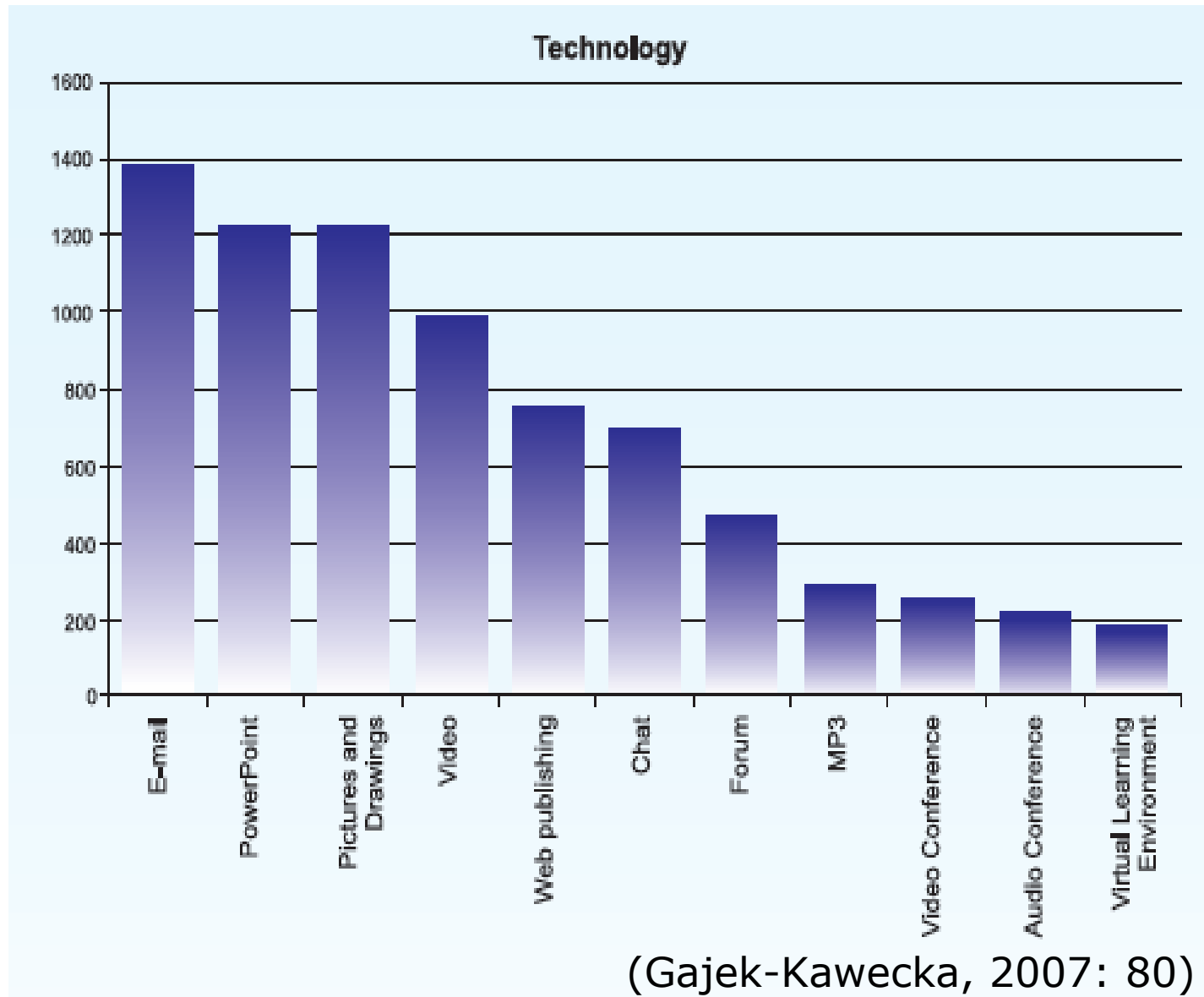
TECHNOLOGIES USED IN 2005 POLISH eTWINNING PROJECTS



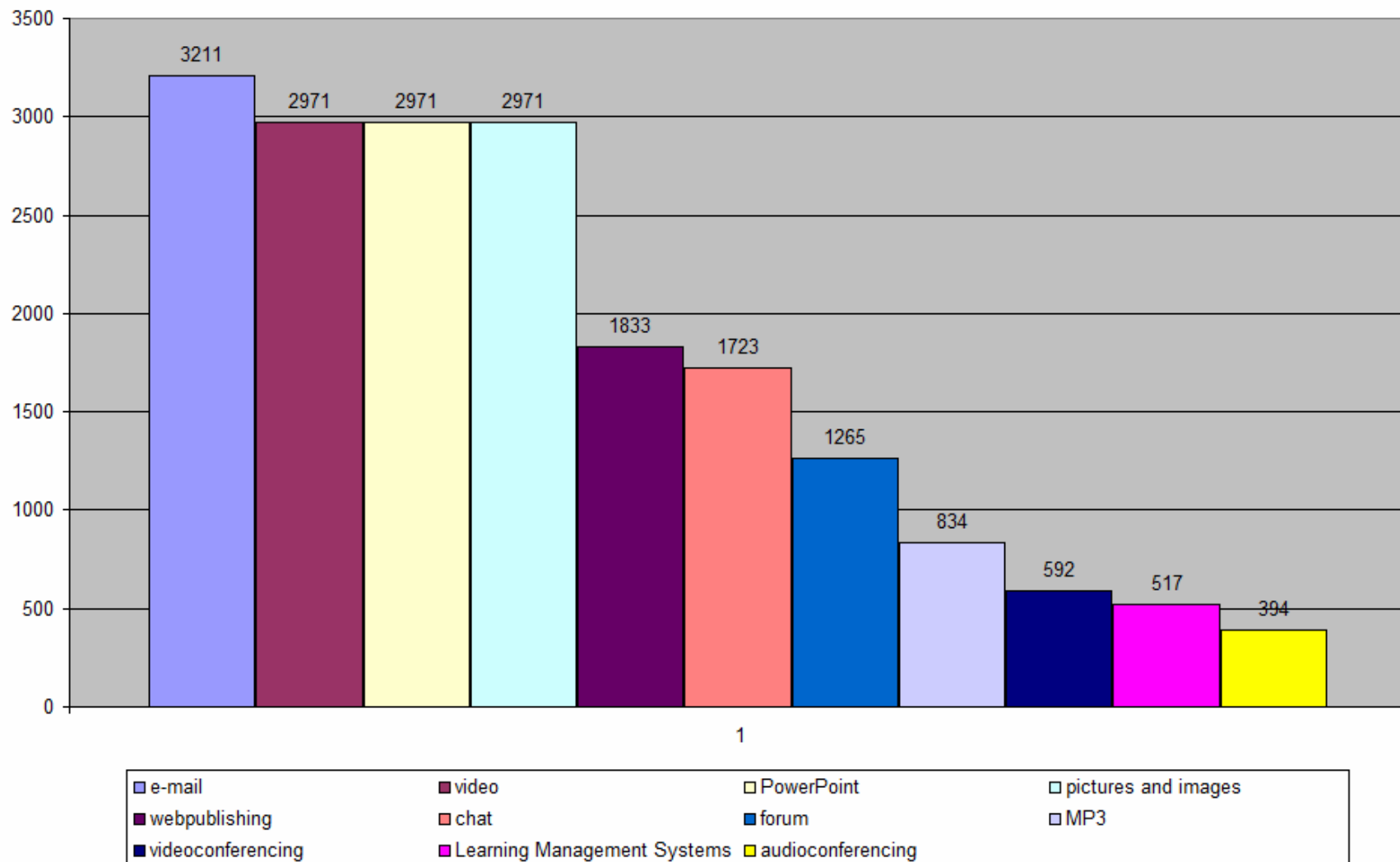
TECHNOLOGIES USED IN 2006 POLISH eTWINNING PROJECTS



TECHNOLOGIES USED IN 2007 POLISH eTWINNING PROJECTS



TECHNOLOGIES USED IN 2008 POLISH eTWINNING PROJECTS

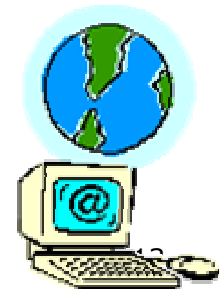


(European eTwinning
database – NSS Desktop)

TECHNOLOGY OF eTWINNING PARTNERSHIPS – SELECTING TOOLS FOR ONLINE COLLABORATION

Part 2:

DISCUSSION OF SELECTED WEB 2.0 APPLICATIONS



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COLLABORATION 2.0

(OFFICE/TEXT/E-LEARNING 2.0)



- blogs
- **wikis**
- **online whiteboards and screen annotation software**
- **online word-processors**
- **conferencing (audio/video/graphic)**
- voicemail
- virtual worlds
- **Virtual Learning Environments**
- project management tools
- network presence monitoring tools
- assessment, polling and voting tools

COLLABORATION 2.0 – WIKIS



- 👍 a **freely expandable collection of interlinked webpages**, a hypertext system for storing and modifying information
- 👍 a group of Web pages that allow users to **add content**, as on an Internet forum, but also permit others to **edit the content**
- 👍 a **web-based content management system** for generating web-pages that can contain text, images, sound and hyperlinks to internal/external resources
- 👍 **browser-based access** means that neither special software nor a webmaster is needed to post content
- 👍 content is **posted immediately**, without any delay, seen by everyone online;
- 👍 **low graphic use** results in pages that load quickly;
- 👍 **modular construction** means that wikis can be simple or complex to meet user needs and skill levels

COLLABORATION 2.0 – WIKI FARMS



- **PeanutButterWiki**
(<http://pbwiki.com/>),
- SeedWiki (<http://www.seedwiki.com>),
- JotSpot (<http://jotspot.com/>),
- OddWiki
(<http://communitywiki.org/odd/HomePage>),
- WikiCities
(<http://www.wikicities.com/wiki/Wikicities>)
- Wikispaces (<http://www.wikispaces.org/>)
- **Wikia** (<http://www.wikia.com>)

COLLABORATION 2.0 – ONLINE WORD PROCESSORS



- 👍 **free Web-based services** available without any installation, which enable online work and document storage
- 👍 online applications that allow several users to work together on a computer file using different computers, either in **real-time (synchronous editors)** or **with delay (asynchronous editors)**
- 👍 tools which **identify and track individual contributors**, as well as enable more advanced collaboration
- 👍 are often **integrated with other Web 2.0 tools**, such as tagging documents for easier tag-based search, integrated online media search or automatic synchronisation of locally stored document with the most current version available online

COLLABORATION 2.0 – ONLINE WORD PROCESSORS



- AjaxWrite (<http://www.ajaxwrite.com>)
- ThinkFree (<http://www.thinkfree.com>)
- Google Docs and Spreadsheets
(<http://docs.google.com>)
- **Zoho Writer**
(<http://www.zohowriter.com>)
- Writeboard (<http://www.writeboard.com>)
- SynchroEdit (<http://www.synchroedit.com>)
- iNetWord (<http://www.inetword.com>)

COLLABORATION 2.0 – SCREEN ANNOTATION AND WHITEBOARDS



- 👍 online applications or conferencing systems adding **a visual channel** to the communication context
- 👍 featuring **the display space visible** to all class members and **flexibly managed** by T and/or Ss
- 👍 suitable for **showing** websites, **presenting** pictures, **drawing** elements, **writing**, **highlighting** text
 - 👍 **drawing capabilities** (freehand, line, empty rectangle and ellipse, fill color choice and line thickness),
 - 👍 **pointing and marking** (real-time/laser pointer, arrow-pointer, highlighter-emphasizer, numbered marker, marker with preset symbols, spotlight),
 - 👍 **text addition and deletion** (text tool, individual/global eraser).
 - 👍 **importing/exporting** a picture/screenshot,
 - 👍 **saving/loading** annotations, **hiding/displaying** annotations, also to selected users,
 - 👍 **editing and moving** individual annotation elements
 - 👍 **interacting** in text/audio with multiple users

COLLABORATION 2.0 – SCREEN ANNOTATION AND WHITEBOARDS



Stand-alone screen annotation solutions:

- ❑ Groupboard (<http://www.groupboard.com>)
- ❑ Thinkature (<http://www.thinkature.com/>)
- ❑ Imagination Cubed
(<http://www.imaginationcubed.com/LaunchPage>)
- ❑ VBDoodle
(<http://www.hopkinsprogramming.net/software/vbdoodle/>)
- ❑ Virtual Board (<http://lighttools.fredisland.net/>),
- ❑ Dabbleboard (<http://www.dabbleboard.com/>)
- ❑ **Twiddla** (<http://www.twiddla.com/>)
- ❑ Depicto (<http://www.depicto.us/depicto/index.php>)

COLLABORATION 2.0 – SCREEN ANNOTATION AND WHITEBOARDS



Whiteboards integrated in distance learning/conferencing systems:

- ❑ **Blackboard** (<http://coursesites.blackboard.com>)
- ❑ Groove (<http://www.groove.net>)
- ❑ LiVVe (<http://www.livve.com>)
- ❑ Microsoft NetMeeting/Windows Meeting Space
- ❑ BitWise IM (<http://www.bitwiseim.com/>)
- ❑ Vyew (<http://vyew.com/>)
- ❑ **WiZiQ** (<http://www.wiziq.com>)
- ❑ **DimDim** (<http://www.dimdim.com>)
- ❑ **Voicethread** (<http://www.voicethread.com>)
- ❑ eLecta Live, (<http://www.e-lecta.com/>)

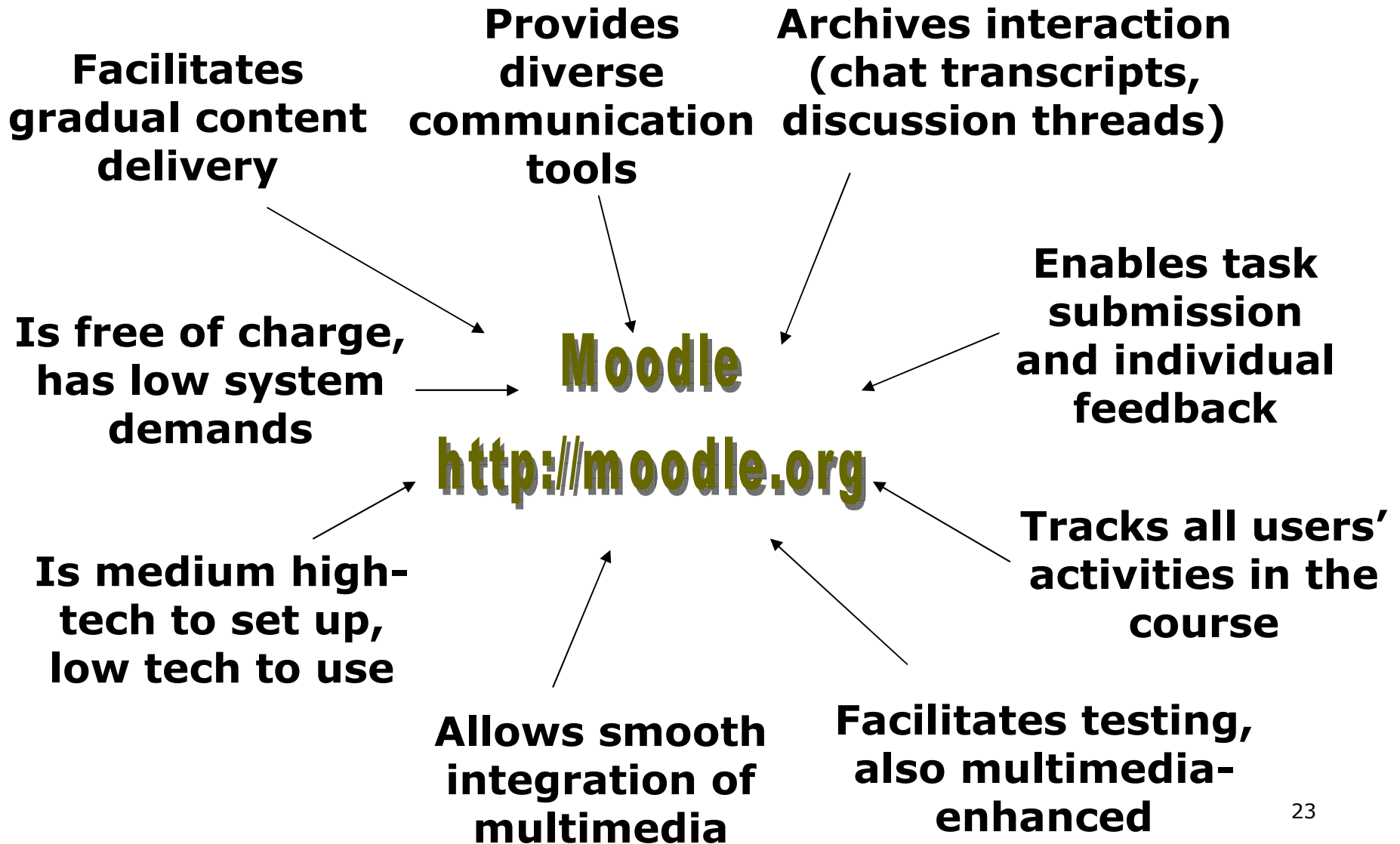
TWinspace – A COLLABORATIVE TOOL



- a forum for communication and collaboration for eTwinning partnerships
- a simple Content Management System – managing forums, adding files, creating webpages
- schools access their private TwinSpace
- having registered partnerships, teachers can modify their TwinSpace
- other invited members can access the TwinSpace and participate in the activities
- tools: a shared forum, web publishing tools, files and links sharing, a bulletin board, an internal messaging system, a private chat for all members, a shared calendar, a learning resources repository



E-LEARNING 2.0

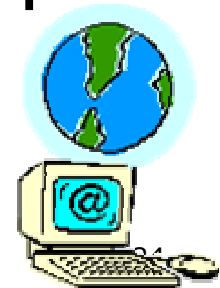


TECHNOLOGY OF eTWINNING PARTNERSHIPS – SELECTING TOOLS FOR ONLINE COLLABORATION

Part 3:

LEGAL ASPECTS

OF ONLINE COLLABORATION – COPYRIGHT AND INTERNET SAFETY



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SUBJECT MATTER OF COPYRIGHT



- Copyright is regulated by internationally-recognised Berne Convention signed by 96 countries as well as national legal regulations.
- The subject matter of copyright is any expression of creative activity having individual character and manifested in any material form, regardless of the value, intended purpose and manner of expression thereof (work).
- The work is protected by copyright from the moment of its making, even in its incomplete form.
- Copyright expires after a certain period of time after the death of its creator (in Poland, 50 years).
- Any original work (text, data, images, videos, sounds) is copyrighted from the moment of creation with no need for any special action.

FAIR USE OF COPYRIGHTED MATERIALS



1. General regulations allow use of copyrighted materials for educational purposes, without republishing, without drawing profit, for the purposes of a single class.
2. It shall be permissible to make use free of charge for strictly personal and private purposes of a work that has been disclosed, which also extends to use within a circle of persons who are personally related or who entertain social relations.
3. Libraries, archives and schools may make copies of published works accessible free of charge within their statutory tasks.
4. It shall be permissible to reproduce in the form of quotations fragments of disclosed works or the entire contents of short works as justified by explanation, critical analysis or teaching.
5. It shall be lawful to make use of works within the recognized limits of use on condition that the creator and the source are expressly mentioned.
6. The amount of the copyrighted material needs to be in balance to the whole work („not more than it is deemed necessary“)
7. Copying does not make economic harm to copyright owner.²⁶

COPYRIGHT GUIDELINES



- ❑ Do make sure the copyrighted work
 - is going to be used only for teaching,
 - is not going to be republished,
 - no profit is going to be derived from the use,
- ❑ Do email the copyright owner/site webmater for permission to use the material
- ❑ Do attach the copyright owner's name, work title and publication date
- ❑ Do seek copyright-free/public-domain resources
- ❑ Do check whether the copyright period has expired (a fixed number of years after the author's death)
- ❑ Do obtain copyright permission from students for their original work (texts/artwork/pictures)

MAJOR DANGERS ON THE INTERNET



- ❑ Chat rooms have been a main cause of concern for years, with adults posing as young children and chatting to unsuspecting kids, or trying to organise secret meetings with the child.
- ❑ Websites with explicit images are another problem that children may be exposed to, a few of these websites have a warning on their homepage alerting the user to the fact that the site contains this sort of material, but unfortunately not all.
- ❑ Another major worry is spam email containing explicit images, most of which gets sent from countries where any type of law is not easily enforced.
- ❑ Email is also used for phishing, that is deceiving Internet users to obtain their personal data.
- ❑ Email users need to be sensitised to vulnerable email attachments, possibly transferring viruses.

CHILD INTERNET SECURITY GUIDELINES



- ❑ **Stay anonymous in chatrooms**, use a nickname while online, and never reveal real name.
- ❑ **Never** tell anyone where they live, not even if they have been chatting to the person for years.
- ❑ **Never** tell anyone what school they go to.
- ❑ **Never** give out phone numbers.
- ❑ **Never** agree to meet someone without a parent present, and ensure the person they are going to meet knows a parent will be accompanying them.
- ❑ **Tell an adult** if anything strange happens or anything is said to them that makes them feel uncomfortable.
- ❑ **Avoid** putting the email address when filling forms on websites
- ❑ **Set up** dedicated email accounts only for website registrations
- ❑ **Learn** to distinguish unsolicited spam and phishing messages
- ❑ **Remove** instantly all emails from suspicious addressees, with meaningless subject lines and unexpected attachments
- ❑ **Use** Internet protection software (e.g., NetNanny) to prevent children from visiting inappropriate websites
- ❑ **Arrange** file exchange through a website or a Learning Management System and not via email attachments

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THANK YOU
FOR
YOUR KIND ATTENTION!!!