

Using email

- 1** Use distribution lists to send messages to a group
 Attach files appropriately to email messages
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- 2** Create distribution lists for class groups
 Use "cc" (carbon copy) and "Bcc" (Blind carbon copy) when desired

Posting course documents online

- 1** Create word processed course documents that include: Inserted images, Headers or footers with automatic page numbers
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- 2** Edit a word processed document by: using find and replace, checking word counts, inserting page breaks, accessing the spellcheck and thesaurus functions
 Upload Word documents to a departmental or course page / blog
 Use presentations (Powerpoint) to display course outlines, images or instructions
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- 3** Use tables and styles to enhance the formatting of a document
 Maintain a list of core course documents throughout the year
 Upload presentations, videos or animations for student use

Finding online resources

- 1** Access a departmental set of RSS feeds (Pageflakes)
 Have a means of bookmarking useful sites (Delicious, Clipmarks)
 Subscribe to podcasts via iTunes
 Participate with colleagues in sharing resources
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- 2** Set up your own collection of RSS feeds
 Explore other bookmarking approaches (Diigo, Clipmarks)
 Use iTunes to find quality video podcasts
 Join an email list, group or network where resources are shared
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- 3** Use multiple pages of RSS feeds for different themes or topics
 Apply a variety of bookmarking approaches as useful
 Access & edit podcasts to use in class (QuickTime Pro)
 Contribute resources you find to local and online colleagues

Adding posts to a blog / wiki / intranet page

- 1** Input text (WYSIWYG editor)
 Add links to a Web site
 Use categories / tags
 Add an image
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- 2** Add a document for students to download
 Embed a video
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- 3** Add a podcast file
 Embed a Google Map, Dipity Timeline, etc.

Promoting student online discussions

- 1** Create opportunities for students to post sincere comments
 Encourage students to share interesting resources with the group
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- 2** Use comments and student posts as bridges to course learning
 Enable students to contribute insights related to course topics

Scaffolding Critical Thinking

- 1** Model use of mind-mapping software to represent topics
 Ask students to regularly create their own maps
 Experiment with a variety of mapping strategies
 Explore cognitive scaffolding tools to prompt higher performance
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- 2** Analyse class maps as tools for discussion
 Have students reflect on how they use maps
 Find 2 – 3 mapping approaches that best suit students developmental needs
 Pilot several cognitive scaffolds to use with students

Evaluating online resources

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| 1 | <input type="checkbox"/> Use rich stimulus prompts
<input type="checkbox"/> Schedule Thinking Routines into weekly timetable
<input type="checkbox"/> Use “Comments” or offline approach to make thinking “visible” |
| 2 | <input type="checkbox"/> Use the Looking Tasks to follow core themes over time
<input type="checkbox"/> Encourage students to specialise in one of the core themes
<input type="checkbox"/> Juxtapose other stimulus prompts in to challenge thinking |
| 3 | <input type="checkbox"/> Link students’ thematic interests to course tasks and projects
<input type="checkbox"/> Facilitate opportunities for students to extend or enrich their learning |

Integrating Resources

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| 1 | <input type="checkbox"/> Highlight relationships between current resources and course content
<input type="checkbox"/> Use a thematic focus related to subject matter
<input type="checkbox"/> Critique the resources with students to refine understandings |
| 2 | <input type="checkbox"/> Actively track themes that enliven content with current events
<input type="checkbox"/> Use prompts to engage cross-disciplinary thinking in students
<input type="checkbox"/> Enlist students to select resources for Looking Tasks |

Exploring Web Tools

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| 1 | <input type="checkbox"/> Integrate access to resources with the learning space (Pageflakes?)
<input type="checkbox"/> Develop a routine for looking at new resources |
| 2 | <input type="checkbox"/> Revise and add to the resources so as to “feed” the learning space
<input type="checkbox"/> Have students to share in the exploration and to contribute insights and comments |

Using the Personal Learning Environment

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| 1 | <input type="checkbox"/> Prompt students to use personal learning spaces for course-related reflections and insights
<input type="checkbox"/> Contribute as a member of the Personal Learning Environment (PLE) |
| 2 | <input type="checkbox"/> Integrate relevant tasks with student publication of responses to the PLE
<input type="checkbox"/> Publish model responses from a position as mentor |
| 3 | <input type="checkbox"/> Use the PLE as an evolving portfolio of student work
<input type="checkbox"/> Interact with cross-disciplinary colleagues as fellow participants in learning |
| 4 | <input type="checkbox"/> Act as a mentor to students and colleagues in an area that particularly interests you. This may or may not be in topics related to the courses you teach, but rather models a joy in lifelong learning. |

Curriculum Mapping

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| 1 | <input type="checkbox"/> Use the Curriculum Mapping software to revise a previously taught unit
<input type="checkbox"/> Describe the relationship between a related Concept, Skill & Assessment |
| 2 | <input type="checkbox"/> Either share a Mapped unit with a colleague or develop one together
<input type="checkbox"/> Compare your Mapped unit with a concurrent unit from another faculty |

Building Knowledge

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| 1 | <input type="checkbox"/> Highlight core / essential questions of concern to the course
<input type="checkbox"/> Track and revisit core themes by using “tags” |
| 2 | <input type="checkbox"/> Encourage students to identify and pursue variations on the core questions that hold personal meaning for them
<input type="checkbox"/> Engage students in reflection on how core themes inter-relate in order to develop conceptual understandings
<input type="checkbox"/> Use the facilities of PLE and/or a ClassPortal to enlist students in “crowdsourcing” – accumulation of information collected through group contributions. Wikis and social bookmarks are two examples. |
| 3 | <input type="checkbox"/> Create opportunities for students to synthesise their learning through projects that call for a creative, problem-solving or innovative response. |

Posting Images

- 1**
- View a current example that illustrates possible consequences of posting personal details on the Internet and write a brief reflection (examples: Video - "Everyone Knows Your Name," article – "Babes in the Woods," by Caitlin Flanagan in *The Atlantic*)
 - Find an image from the Internet to use in course materials. Look for copyright notices and abide by the owner's statement. Consider perusing the SmartCopying Web site for the latest fact sheets: <http://www.smartcopying.edu.au>
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- 2**
- Use periodic examples from the news related to public posting of personal details to develop your own guidelines. Share these with students as an example of how one informed person makes choices. Compare your lists to one such as: <http://tcs.cybertipline.com/knowthedangers8.htm>
 - Support your own and students' Intellectual Property (IP) in regard to publishing work on publicly accessible Web pages.

Contributing Content

- 1**
- Choose at least one work that you are willing to publish to the Web and do so. This may be in any format: visual, written, video, audio, presentation, etc. The forum may be a wiki, professional journal, educators' social network, iTunes, etc.
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- 2**
- Participate in any dialogue that may emerge from publishing your work. If there is none, add your own comments to the work of others not connected to the school.
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- 3**
- Explore several online communities and join one. Choose to post content that you feel advances the knowledge base of the group.
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- 4**
- Consider taking an active role in an online community. This could be to maintain a blog, monitor a topic in Wikipedia, produce a series of podcasts, upload a channel of videos to YouTube, etc.
 - Create a ClassPortal where you and students "Serve the Net" by contributing resources, maintaining a directory of links, or posting podcasts, essays, videos, etc. on a subject of passionate interest.

Emerging Technologies

- 1**
- Review a new personal device & suggest how it could aid student learning
 - Explore a new Web application and use it yourself for a lesson
 - Attend a "New Tech" session and comment on the new technology
 - Partner with a colleague to brainstorm ways a new technology could extend or enrich student learning
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- 2**
- Review the same device (#1) & suggest how it might distract from learning
 - Allow a group of students to use the Web application & debrief with them
 - Partner with a colleague to offer a new technology to extend or enrich learning for a group of your students

Professional Learning

- 1**
- Join a professional learning community and follow posts for several weeks
 - Join an online chat, Webinar or presentation as an observer
 - Choose one aspect of the learning framework to research
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- 2**
- Participate in a professional learning community and contribute posts
 - Participate in an online chat, Webinar or presentation
 - Join in action research to gather data related to your interests
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- 3**
- Become an active member in a local learning community
 - Lead an online chat, Webinar, presentation or create a tutorial
 - Act as a lead investigator in research