

**Inquiry question: "What does it mean to be digitally literate in today's world?"**

### LEARNING OBJECTIVES:

- Understand how to access and interact with channels in Microsoft Teams.
- Develop skills in using digital whiteboards for collaboration.
- Enhance digital citizenship and safe online practices using Posts within Teams.
- Foster online collaboration, communication and digital content creation.

### TECH SKILLS:

- Login to access my cloud accounts from anywhere
- Use technology responsibly and make safe choices
- Use speech to text as an alternative to keyboard to express ideas
- Use the menu/tool bar functions to format, edit and print a document.
- Share documents to work collaboratively with others (comment function, peer editing)
- Use digital tools to gather and organize information
- Use features of a course or learning management system to access and complete assignments
- Use suitable digital tools to organize, display information

### CURRICULAR COMPETENCIES:

**ELA:** Exchange ideas and viewpoints to build shared understanding and extend thinking; Synthesize ideas from a variety of sources to build understanding

### CORE COMPETENCIES:

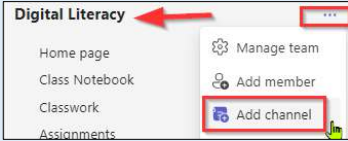
Communication	Thinking	Personal & social
<ul style="list-style-type: none"> <li>• Connecting and Engaging with Others: active listening and responding to peers during online discussions and group work on the Whiteboard.</li> <li>• Working Collectively: combine efforts with others to complete the Whiteboard activity.</li> <li>• Supporting Group Interactions: engage with peers, value diverse perspectives and integrate others' ideas.</li> <li>• Determining Common Purposes: develop shared understandings and goals, strive for consensus to ensure collective success.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking: evaluate the accuracy and relevance of the information gathered before adding it to the Whiteboard.</li> <li>• Creative Thinking: use digital tools creatively to enhance the Whiteboard presentations with links, annotations, drawings, and images.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Awareness and Responsibility: demonstrate responsible use of technology and safe online practices (use of Whiteboard and classroom norms for online communication/collaboration)</li> <li>• Social Awareness and Responsibility: work collaboratively, value and incorporate the contributions of all group members, and ensure inclusive practices.</li> </ul>

**MATERIALS:** Laptops; Microsoft Class Team (with separate channels and whiteboards); Individual Research Data from Lesson #3; Microsoft Whiteboard Handout; Microsoft Teams Classroom Norms; Digital Collaborative Communicator Self Reflection Handout (*to be printed*)


## TEACHER PREP:

### Create Channels in Microsoft Teams

Open the Class Team you will be creating the channels in -> Click on the “...” (more options) next to the Team name -> “Add channel”



Name the channel -> Click on the drop-down arrow beside channel type and select “Public”

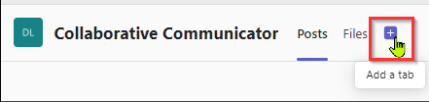


-> Click “Create”.



Repeat for each channel (topic)

### Create Whiteboards in Channels

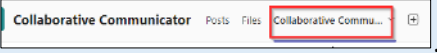
Navigate to the channel you will be creating the Whiteboard in. Click on the “+” icon located at the top of the file menu -> Select “Whiteboard”. If you do not see it, use the search feature



-> Name the Whiteboard



The Whiteboard is now accessible from the top tab



Repeat for each channel.

## INSTRUCTIONS:

(Completion time: ~1 hour)

### Introduction:

1. Introduce Microsoft Whiteboard to the students. Explain that it is a digital canvas that allows users to collaborate in real-time. It's designed for brainstorming, planning, and sharing ideas visually. Key features are the drawing tools, sticky notes and the ability to insert images and links. Do a quick demo how to utilize the tools on the toolbar to add content. The handout below highlights each of the tools and what they are used for.

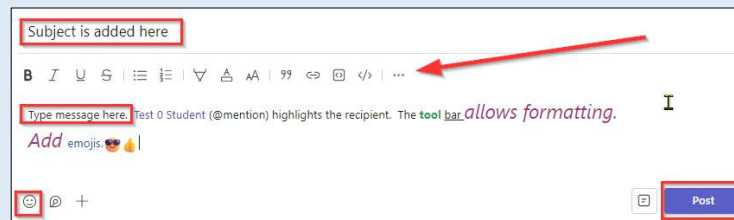
## [Adding Content to the Whiteboard](#)

2. Discuss with students how to conduct themselves while communicating online. Establish some classroom “norms” to follow. Use the infographic below to guide the discussion.

## [Microsoft Teams Classroom Norms](#)

3. Show students how to create posts in the Team channels to collaborate and communicate digitally while adding content to the Whiteboard.

Click on **“Post”** from the top tab -> Click on **“Start a post”** -> Add a subject if needed -> Type message in text box. @mention (@jonsmith) will notify the recipient a message has been sent. Use the Tool bar to format text. Add emojis or attach a file -> **“Post”** when done.



## Activity – Group Collaboration

1. Provide a laptop to each student.
2. Break the students into the groups they were assigned when researching each of the Digital Literacy concepts. Students will utilize the whiteboard from the channel for the topic they’ve been assigned to. Each student will access their assigned channel using their laptops.
3. Use discussion posts within the channel to communicate and decide which points of information have been collected from the prior lesson need to be added to the whiteboard. Each student contributes to the whiteboard by adding relevant research points. *(Their addition will be noted by names to ensure everybody is participating.)*
4. Once the data or information is complete, it can be enhanced by adding links, annotations, drawings, pictures, or any other elements that make it easier to understand. Use the “Adding Content to the Whiteboard” handout to support the students in doing this.
5. After completing their own whiteboard, students view the whiteboards in the other channels to learn about each concept by reviewing the information added by their peers.

## Reflection

1. Facilitate a discussion on what students have learned while completing this collaborative activity completely online. What were some of the things they struggled with, things they were especially proud of and any unexpected learning that might have taken place through this process.
2. Have the students complete a Communication Core Competency self-assessment.

## [Digital Collaborative Communicator Self Reflection](#)

## Extension Activities

- **Peer Assessment/Feedback**

Have students review each other's contributions to the whiteboards and provide constructive feedback. This can help them understand different perspectives and improve their digital collaboration skills. This could be done by adding comments to the Whiteboard itself, or by adding Posts within each channel.

- **Online Communication/Collaboration Journal**

Have students write a short journal entry reflecting on how they plan to improve their online communication skills.

- **Digital Literacy Infographic**

Students use the data collected on the Whiteboards to create an infographic about *one* of the topics to do with digital literacy.

- **Classroom Norm Poster**

Students design poster on Canva that outline the class set of online communication norms. Print and post through classroom and school.

- **Home Online Communication/Collaboration Set of Norms**

Task students with creating a set of norms they would use at home when communicating online. This will not be the same as the classroom set of norms as it will be in a different context.