

Internet Reciprocal Teaching

(An overarching structure for modeling purposeful conversations about Internet strategies)

Overview: In order to set the expectations for what we're looking for in small group work, it's important to model as a whole class purposeful conversations about Internet strategies. Eventually, students will internalize this structure.

Modeling serves the following purposes:

- 1) making students more aware of the unique strategies they're using on the Internet,
- 2) providing new vocabulary and opportunity to share with group members,
- 3) showing that students' contributions are highly valued,
- 4) setting the tone for collaboration and cooperation by providing space and time for student contributions,
- 5) creating a strategy chart resource that can be added on to throughout the school year.

Process:

1. Choose an Internet tool you'd like to explore with students (these lessons are focused on Internet communication using wikis and email – and stem from the same basic task).
2. *Examples:* using a search engine, critically evaluating information, synthesizing ideas from multiple sites.
3. Introduce the basics feature of the Internet tool you've chosen, showing and explaining how it works.
4. Assign a purposeful task using the tool you've introduced. Students can work individually or in pairs.
5. Provide time for students to complete the task (observe as students are working).
6. Make note of instances where students are using unique strategies that go beyond the information you taught in the introduction.
7. When a unique strategy is observed, bring it to that students' attention, and ask if they'd be prepared to share and demonstrate their strategy to the class.
8. Plan time for students to share/demonstrate to the class what their unique strategy was (and how it was useful to them in completing the task).
9. List these unique strategies as a class on chart paper to use as a reference.

TWO RELATED LESSONS WERE PILOTED USING THE STRUCTURE ABOVE

Lesson One

**Collaborative Writing on a Wiki Using the Process of Internet Reciprocal Teaching:
A Telecollaborative Project between a 4/5th grade class in CA and a 5th grade class in CT**

Purpose: Students will be introduced to the concept of a wiki and its features. Students will work in pairs to co-construct a wiki entry on a national park. Pairs will collaborate “virtually” with another 5th grade class to edit, revise, and compose the entries. Both classes will examine the changes using the history features, and respond to any comments made by the other class.

Objective: Students will learn the purpose of a wiki and experience co-constructing text in collaboration with pairs of students in a partner class. Students will use the comment features on the wiki to discuss ideas they will include in their writing with their partner class. Students will track the history of the wiki pages they created to see how their entries evolved over time through the process of collaboration.

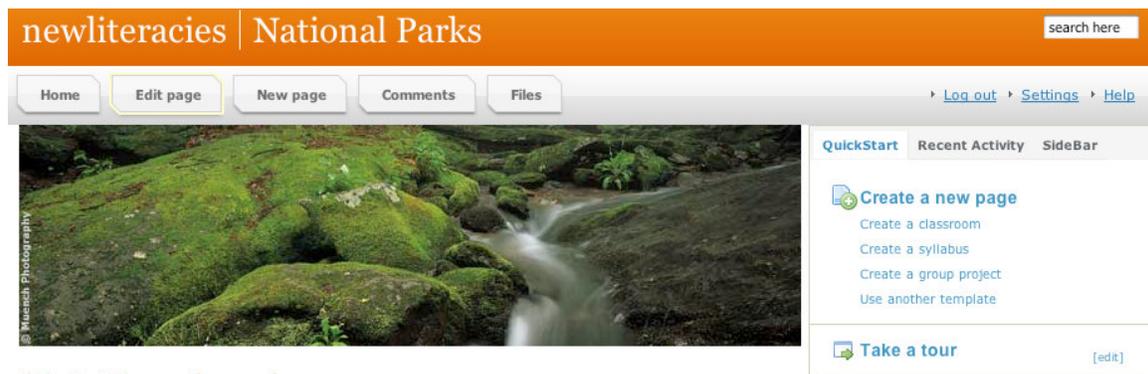
Introduction: The Internet allows us to do many new things. One of the most exciting things is being able to share ideas with others quickly and easily. When you are able to talk about ideas with others, it can enrich what you learn by bringing you in contact with new ideas and new perspectives that you may never have thought of on your own.

Basically a wiki is space on the Internet that many people share and use for writing things together. For many reasons, they feel that writing cooperatively with others enriches the product of what they share because they can talk about it, ask each other questions, and expand what they want to find out about. Two brains or multiple brains working on the same thing are better than one.

One of the most well-known wikis available on the Internet is Wikipedia. Wikipedia is an online encyclopedia that can be edited by anyone easily and quickly. Since every new reader has something new to share, collaboration enriches the experience.

For example, let's look at the Wikipedia entry on the Hupa Native American Tribe of California <http://en.wikipedia.org/wiki/Hupa>. We could make edits to this page and everyone who views it can learn from what we know (demonstrate by adding a new fact onto the Wikipedia page using the "edit this page feature").

Explanation of the Task: Today, we're going to use a wiki to respond to a request that was sent to our class from another 5th grade class in San Francisco.



4th & 5th grade students

We are 5th graders in Mr. Long's class in San Francisco. Jordan, an exchange student from Great Britain, has come to study with us. We're encouraging Jordan to visit at least two national parks during this four-month stay in the USA. Please help our class research the national parks and make suggestions about the ones that are most fun and exciting to visit.

Directions

1. You and your partner will be assigned to learn more about one National Park.
2. Explore the Internet sites about your park.
3. Students from another class have started writing about each of the parks, and have shared good sites to visit to learn more.
4. Look for the special qualities, and best sights to see in each park.
5. Make your page as convincing as possible to get Jordan to visit your park. Revise, edit, and add ideas to what other students have already started.
6. Use the "discussion features" to exchange ideas about your writing with students from the other class. The other class will look at your comments and respond to them.
7. Save the changes to your page when you are done.

Jordan will read each of the wiki entries and make a decision about where to go. Once a decision has been made, he'll explain on the wiki what factors went into making his decision.

Show the Wiki Page about National Parks, and explain the task. Go to <http://newliteracies.pbwiki.com/National%20Parks> Explain that students will be working in pairs to create a page about a national park (about 5 sentences with a picture). Tell students that another class (show their digital photo) will be reading their entries and adding on to the information, revising what was written, and reorganizing the ideas in order to make the entry as good as it can be. Classes will use the comments feature to ask questions of one another and make suggestions for what should be added, revised, or changed.

Example: Let's look at an example of one that is completely done. See entry on Arches National Park <http://newliteracies.pbwiki.com/ArchesNationalPark>.

Arches National Park

Delicate Arch, Arches National Park

Why We Think You Should Visit

Some people think of trees and waterfalls when they hear the words "National Park." Arches National Park, in Utah, will paint a different picture. It's beautiful because of its natural stone arches. You can hike to the arches. Guided walks and campfire program take place daily. There is also an unpaved road that you can drive on to see the sights. There are also remote backpacking areas and unpaved 4-wheel drive roads. If you like to see the wonders of nature in a desert climate, then Arches is the place for you. The sights you'll see will take your breath away. In Arches National Park, there is a species of lizard that you might want to see!

Resources to find out about Arches National Park

<http://www.utah.com/nationalparks/arches.htm>
<http://www.infowest.com/Utah/canyonlands/arches.html>
<http://www.americanparknetwork.com/parkinfo/ar/>
http://en.wikipedia.org/wiki/Arches_National_Park

Back to [National Parks](#)

Discuss with the class briefly with the class and show: 1) how to use the edit page button to revise, change or add new information on to the page, 2) how to use the save button to record the changes, 3) how to use the comments feature to pose a question or make a request of the other class. Mention ways collaboration can occur to create the entry. Preserve space for students to make new discoveries of their own and use unique strategies as well.

Directions: To begin, go to: <http://newliteracies.pbwiki.com/National%20Parks> and login in. Enter your first name and last initial and the password: nagano to log in. You don't need to enter an email address. Once logged in, you can view the main page with the directions and click on the links to the parks to add/revise/rework the information posted by the other class.

Modeling: Show the directions and follow the directions to model what to do. Revise Arches National Park together as an example of how to use the specific features.

Step 1: Assign parks to pairs of students.

Step 2. Explore the Internet sites about your park that are contained on each site's page (perhaps just choose one or two).

Step 3. Students from the class have started writing about each of the parks, telling the special qualities, location, and best sights to see in each park. Some have included a picture.

Step 4. Revise, edit, and add ideas to what other students have already started. Make your page as convincing as possible to get Jordan to visit your park.

Step 5. Read the comments that go with each page. This is where the other class has included questions or requests they'd like you to respond to. You can discuss your writing ideas with students from the other class using the comments section.

Step 6. Save the changes to your page when you are done.

Independent Practice: Provide work time for each pair to get going on the task.

Observe: Observe students closely as they're working to look for instances of unique strategy use. When you find these instances, note them and ask students if they'd be willing to demonstrate and talk about these strategies in front of the class.

Instances of unique strategies (based on analysis of student work and observation): Students were not taught how to create text boxes around facts but students choose to do so, and figured out how. See example below:

The screenshot shows a web page for 'Bryce Canyon' on the 'newliteracies' platform. The page has an orange header with a search bar and navigation buttons: Home, Edit page, New page, Comments (1), and Files. Below the header is a large image of Bryce Canyon with people in the foreground. The main content area has a section titled 'Why We Think You Should Visit This Park' with a text box containing the sentence 'Bryce canyon national park is located in southwestern utah.' Below this is a paragraph of text: 'It was settled by mormon pioneers in the 1850s and named after Ebenezer Bryce, who settled in the area in 1875.' There are also links for 'Resources to find out more about Bryce Canyon' and a 'Return to National Parks' link. A sidebar on the right contains 'QuickStart', 'Recent Activity', and 'SideBar' sections with options like 'Create a new page' and 'Take a tour'.

Conversation with students who worked on the Bryce Canyon Page: *Researcher:* "I notice that you created a text box around one of the facts on your page. It looks great. Why did you choose

to do that and how did you do it?" Students' response: "There's a lot of text on the page and we wanted where the park was located to stand out. We created a text box by beginning that line with a space and after we typed in the fact, we hit return. We experimented to figure this out." Researcher: "When we convene as a class today at the end of our work period, would you be willing to talk about your page, show us what you did, and explain how you created the text box and why. This strategy is one that other kids could use and would benefit from learning." "Take some time now to practice what you will show us and what you will say."

Closure: Discuss with the group things we saw pairs do that was positive. Point out places for improvement. If time, show one entry completed by a pair to positively reinforce a job well done. Allow time for pairs of students to come up in front of the class to demonstrate their unique strategies. Choose a small number of students for demonstration based on careful observation and utility of the strategies observed.

Follow-up: Remind students that the partner class will be working on the National Park entries in the next few days, and that next week we'll take a look at the pages to see comments from the other class and new contributions. We will track the history of each page, view the comments, and make final changes to the pages. We can then email Mr. Long's class and Jordan in San Francisco that our pages are ready for viewing and that we look forward to a final decision about which park Jordan chose to visit.

This collaboration and the student work that resulted can be viewed in its entirety at: <http://newliteracies.pbwiki.com/National%20Parks> (password nagano). This collaboration is still in progress and additional strategies will be discussed over the course of the completion of this project.

Lesson Two

Exploring the use of email using an Internet Reciprocal Teaching Approach

Introduction: We're going to learn how to use email to correspond formally and informally. Each of you will get an ePALS email for school and project use. Let's go over the basics of what using ePALS involves (students were walked through how to login in a previous lesson).

Direct Instruction: Students were given a handout about the mechanics of how to use ePALS. Students were walked through all the elements included in the handout (but no demonstrations were given).

Handout

Mechanics of ePALS

ePALS addresses don't contain your full name. They are meant to be anonymous for safety reasons. ePALS only delivers messages to other ePALS. Sign messages with your name and last initial only.



Menu Options

My Inbox: Where emails sent to you go.

Compose: Allows you to send an email

Folders: For Organizing emails received

Addresses: Stores emails of friends

Signature: A preset, personal closing including your name

Help: For questions or finding out how to do something.

Parts of An Email

To: Type in the complete email address of the person you're sending your message "to". You can send an email to more than one person by entering each address separated by a comma.

CC: Carbon copy. Type in the complete email address of the person whom you'd like to send a copy of your message to. Mrs. Malone may want a "copy" of what you send as a record of your work.

Bcc: Blind carbon copy. Allows you to send a copy of your message to someone without other recipients knowing about it. Those who are bcc'ed won't see their address on the message.

Subject: A word or two that conveys the content of your message, like a title. When you open your inbox, you will see the subject and sender of each message you receive.

Options

Reply: Sends a message back to the person who sent it to you, without retyping the address

Reply All: Sends a message back to all the recipients of the message, without retyping addresses

Forward: Sends a message that you received on to you to someone else. You can add a note, too.

Attachments: A way to send word documents, pictures, or other files along with your message.

Save Draft: Allows you to save and keep working on a message before sending it.

Cancel: Allows you to clear your screen, if you have decided not to send a message after all.

Send: Delivers your message to the person or people whose email address appears in the "to" box.

Copy outgoing messages to my Sent Items folder: Allows you to keep a record of what you sent.

Translate: Allows you to send messages you write in English in different languages (literal).

Once these elements were discussed, students were asked to respond to an email that was sent to each one of their inboxes:

Dear AMS students,
We are 7th graders in Mr. Long's social studies class in San Francisco. Jordan, an exchange student from Great Britain, has come to study with us. We're encouraging Jordan to visit at least two national parks during this four-month stay in the USA. Please help our class research the national parks and make suggestions about the ones that are most fun. They can be anywhere in the USA not just in California).

What we'd like you to do:

1. Use the Internet to search for national parks in the USA.
2. Research two parks you think are the most exciting.
3. Tell us the special qualities, location, and best sights to see in each park.
4. Send us the websites for the two parks you researched so we can find out more information.

Jordan will be interested in getting the planning started right away, so write back as soon as you can. Once we hear from you, we'll compile the results and share them with you, too. Email us back at: mrlongsclass@epals.com

Thank you,
Mr. Long's 7th Grade class
San Francisco, CA

Independent Practice: Provide work time for each pair to get going on the task.

Observe: Observe students closely as they're working to look for instances of unique strategy use. When you find these instances, note them and ask students if they'd be willing to demonstrate and talk about these strategies in front of the class.

Observations from student work:

From: 🗺️ Marieke B <mariekeba@epals.com>
To: 🗺️ mrlongsclass@epals.com
Date: 2006-Sep-07 14:28:17
Subject: USA national parks

Dear Mr. Long and his class,

I have reaserched 2 of my favorite national parks.
My first one is The Grand Canyon. The Grand Canyon has been carved over many years and is a wonderful park to visit. You can walk along the trails and feel the nice winds on your face. You can also sit down and watch the sunset and the shadows of the canyon and the beautiful lights. You can go water rafting down the river, but u have to make reservations. You can travel through the canyon by air, land of water. You can also camp there and can go see entertainment, visit museums, attractions, go shopping and see theatre.

My second national park is in Kentucky. Mammoth Cave has more than 70 miles of trails through Kentucky forests for hikers, orseback riders, and bicyclists. Several of these trails lead to special places that you can see. You can visit Cedar Sink, Sand Cave, and Turnhole Bend. Mammoth Cave also has multiple levels. What caused that to happen is that the Green River Valley deepened slowly during the ice ages because of interruptions. While going to different levels u can see pieces of jumbled sandstone and granite.

--
Talk to you soon,
Marieke B.

Marieke discovered a unique strategy: how to use the signature feature to add a personalized signature block (as evidenced by the dashed line before her signature). No others did this.

From: Alex K <alexkol3@epals.com>
To: mrlongsclass@epals.com
Date: 2006-Sep-07 10:00:53
Subject: 2 national parks

hi

Yosemite national park

Yosemite national park has many good views. Yosemite is known for its many waterfalls. you can also see rock formations and yosemite valley. There are the vista and the giant sequoias. You may want to see the wildlife.

It has many activites too. you can go bird watching, fishing, hiking, biking, horseback riding, bird watching, botanizing, climbing, and many others. It's also located in california.

Zion

Zion Natonial Park is the first Natiional Park in utah. You can explore the canyons and see the many colors of the sandstone cliffs ranging from cream, to pink, to red.

They have many activities too like photography, bicycling, and ranger led activities. it has many history and culture from many tribes.

here is the url i found the national parks at
<http://www.nps.gov/>

bye

From: Rebecca H <rebecca22@epals.com>
To: mrlongsclass@epals.com
Date: 2006-Sep-07 10:00:36
Subject: Re: Request for help

hi hi,

I think i could help you but im not 100% sure here is a site,
<http://www.us-national-parks.net/>
try it. Maybe this one too,
<http://www.fodors.com/parks/>
& <http://nps.seeamerica.org/>
so i hope what your looking for is in one of these web site.
Good luck!
~ Rebecca

Alex K. and Rebecca discovered how to imbed usable hyperlinks into emails. While other students had website addresses in their emails, no others were “clickable”. These two students figured this strategy out in two different ways.

Closure: Allow time for pairs of students to come up in front of the class to demonstrate their unique strategies you noted. Choose a small number of students for demonstration based on careful observation and utility of the strategies observed.

Chart: Set aside a place in the classroom where these strategies are listed on a chart. They can be by students for future reference.

To evaluate student responses to this assignment, here is a quick and easy evaluation tool.

Evaluation Rubric

Efficiency (how much completed in allotted time)

- 0 – unable to craft a response in the time allotted OR the response was off topic OR the response was inadequate
- 1 – response was not developed enough. It only included some of the information requested.
- 2 – response was well developed. It included all of the information requested.

Included References

- 0- response did not include any site references (links or site titles) where the reader could check out the resources found/located
- 1- response included links where the reader could check out the resources found/located, but these links did not work (ex: student manually typed in the URL and it was incorrect, or manually typed in a partial URL).
- 2- response included fully operational hyperlinks where the reader could check out the resources found/located

Format of response is suitable for purpose & audience

- 0- format of response is not suitable, response is unreadable or confusing
- 1- format of response is somewhat suitable, however it does not include a greeting or closing, nor does it introduce the topic of what's being shared (maybe it's just a list of resources and an opinion but the reader has no context for the information)
- 2- format of the response is suitable. Includes a greeting and closing. Introduces topic and provides a content. Tone of message is consistent to exchanging information with someone whom you've never met)

Writing quality

- 0- there is no evidence that the student thought about the reliability of the information and the source
- 1 – student mentioned that the reliability of the information was checked but did not elaborate
- 2 - evidence that student actively investigated the reliability of the information and the source is included