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Julia's Online Collaborative Learning Program

Produces Global Competitive Students

Introduction

As a global competitive educator and director of Julia's Global Enterprise Inc., I have recognized that freshman college students are required to use the 21st Century Learning Framework to improve their Learning and Innovative Skills toward their next level of learning experience beyond the classroom. Therefore this program will be designed to teach creativity, critical thinking, communication, and collaboration skills to freshman college students. Students will communicate in assigned groups to interpret, analyze, and evaluate, factual information of the 21st Century Learning and Innovative Skills. Students will also participate in group discussions to effectively analyze and evaluate evidence, and arguments about the advantages and disadvantages of the 21st Century Learning and Innovation Skills. This will be a debate forum where students will be divided into proposing and opposing groups to document their opinions. Therefore Julia's Online Collaborative Learning Program will be an instructor-led online asynchronous program which will conclude one of its phases with a synchronous online session in order to prepare freshman college students to be globally competitive with the skills, knowledge and expertise that students are required to master and succeed in their work and life in the 21st century.

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Main Objective

At the end of Julia's Online Collaborative Learning Program (JOCLP), students will be able to:

- Analyze the Strategy 21st Century Learning and Innovative Skills, which will focus on creativity, critical thinking, communication, and collaboration (4Cs) skills
- Collaborate and communicate with group members in assigned groups to accomplish a universal perception of analyzing and evaluating the 21st Learning and Innovative Skills.
- Collaborate and communicate in debate forums with peers to prepare and present arguments on critical issues about the advantages and disadvantages about the 21st Century Learning and Innovative Skills.
- Have outstanding knowledge to write their opinions and findings of the discussion from the debate forum.

Program Outline

The sessions of JOCLP will incorporate the pedagogical approach that is outlined in Harasim (2012) toward promoting the 4Cs of the 21st Century Learning Environment. The program will begin with the welcome remarks and warm-up-exercises from the instructor. The instructor will discuss the significance of enhancing presentation delivery by demonstrating the warm-up-exercise of the day. The students will be assigned to groups that consist of five to seven persons to reiterate the 21st Century Classroom Learning and Innovation Skills Strategy in their warm-up-exercise three times among themselves.

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The 4Cs Skills Strategy

In this view, students will be knowledgeable about the Learning and Innovation Skills which will prepare them for any complex environments. It is therefore important to focus on the 4Cs Skills Strategy in order to prepare the freshman college students with relevant life skills for their current and future environments. Therefore the opening program session will include the following activities of the 4Cs Skills Strategy below:

Phase 1: Idea Generating

Creativity and Critical Thinking Skills

In this phase, the instructor will ask the students to create a blog on every Monday in each week about the Strategy of the 21st Century Learning and Innovation Skills. Students will be divided into proposition and opposition groups. One group will be arguing for the Strategy and the other group will be arguing against the Strategy. The purpose of this phase is for the students to critically interpret, analyze, and evaluate the 4Cs Skills Strategy. Subsequently, students will be creating a wide range of brainstorming techniques with new ideas to understand the views of their peers. In this phase, the students will also be involved in a democratic engaging process, where their groups will elaborate on a range of different perceptions on the Strategy (Harasim, 2012) to improve and maximize their creative and innovative efforts. Students will be expected to communicate online and work asynchronously and share a range of relevant files pertaining to the 4Cs Skills Strategy. Students will:

- Collaborate to analyze, evaluate, write, and share factual information about the 4Cs Skill Strategy on a Discussion Board and the Google Drive.
- Document information based the best analysis that is derived from the conclusions.

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- Present their initial views about their experiences and process on the Strategy to the group.
- Reflect and critically discuss the aspects of each group member ideas to clarify their various points of view in order to be guided to better solutions.

The instructor will provide the guidelines for the group discussion and create the thread on the Discussion Board. Then the instructor will asynchronously moderate the discussion on the Discussion Board, according to the guidelines of the program.

Phase 2: Idea Organizing

Communication and Collaboration Skills

During this phase, students will continue to communicate and work collaboratively in groups to organize and document their ideas for their argument. Participants in each group will work toward promoting community awareness by identifying a new perspective of one common language and understanding that connects with the collective understanding of goals, terms, and/or frameworks (Harasim, 2012). The instructor will ensure that the group members work according to the program guideline. This phase will use the asynchronously online Discussion Board to engage each team member in collaborative discussion. This phase will also use the Google Drive to share the files and contributions made by each team members of the groups.

Students will:

- Explore the internet and other sources to find at least five relevant data that will support the topic of the argument for their group.
- Review and evaluate the resources posted by the instructor and members of the group.

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- Participate in group discussions to evaluate each individual team member discussion and compile the information into a unified document that will be supportive to the Strategy.
- Demonstrate the ability to work with diverse teams and improve their ideas to strongly support their argument.

Phase 3: Convergence of the 4cs Skills Strategy

During this phase, each group will use a Discussion Board to give details on their final contributions of argument made by each team member. The team members of each group will decide which ideas should be included in the argument, and how the argument will be presented during the debate. In some instances, the members of the group may agree and/ or disagree in order to compromise and accomplish a universal objective for their group project (Harasim, 2012) during their asynchronously online Discussion. The instructor will continue to be a facilitator for the discussion and guide the students on how to collaborate and produce a unified opinion with common goals toward community awareness. This phase will also use the Google Drive to share the files and final contributions made by each team members of the groups.

Students will:

- Choose which ideas to include in the argument.
- Give details on an outline for the argument, of which each group members will be assigned to write on a section and use scholarly references to support the arguments.
- Compile the written sections of the team members' contribution into a unified document.

The 4Cs debate forum paper will consist of not more or less than 1500 +/- 150 words.

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The Debate

Each group will present their argument in a synchronously online Video Conferencing in a live debate forum. The instructor will choose the questions from the students, manage the time, and be the moderator for the debate. Students will:

- Each group will elect a team leader for their group to present their discussion for the debate forum.
- Present a five to seven minute discussion of factual information that propose or oppose the 4Cs Skills Strategy.
- Participate in a three minute rebuttal with questions that are for or against the 4Cs Skills Strategy.

The Ultimate Phase

In this final phase, the students will analyze the 4Cs Skill Strategy and write their views to or against the 4Cs Strategy. The students will reflect on the debate forum discussion and validate the authenticity of the information presented for or against the Strategy. The debate forum document will not have more than 1200 +/- 150 words. Students may have to reiterate information from the previous phases of the debate forum in order to re-emphasize their factual information that will support the 4Cs Skills Strategy of the 21st Century Learning and Innovation Skills.

Technology

The JOCLP will integrate a wide range of the 21st Century Learning and Innovation Skills that will support collaboration and sharing of knowledge and content for freshman college students and other learners (Lee & McLoughlin, 2010). Students will also use Google Drive to

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write, update and share their information for their final discussion. The students will use a Discussion Board to promote a mutual online area with real time collaboration for the students to asynchronously post and read their views of each team member 4Cs Skills Strategy discussion. The students of the JOCLP will use the WebEx Video Conferencing tools for rebuttal and to have a live synchronously online communication. JOCLP will use the Video Conferencing tools for the students in the group to collaborate and communicate in their debate forum.

Theory

Julia's Online Collaboration Learning the Online Collaborative Learning (OCL) theory to develop and promote an awareness of the key aspect of the 4Cs of Skills Strategy of Online Discourse Technologies (ODT) through discourse, collaboration, knowledge building, and endless human conversation (Harasim, 2012, p. 90-91). Lastly, JOCLP will allow the instructor to be a facilitator and moderator in order for the students to use the 4Cs Skills Strategy to build their prior knowledge and skills within the boundaries of the Instructor-led Learning and Innovation Skills environment.

Conclusion

Julia's Online Collaboration Learning Program will teach the Learning and Innovation Skills, which will focus on the 4Cs Skills Strategy for the freshman college students. This method of approach will incorporate the practices of the OCL theory in order for students to work collaboratively in groups to explore for their knowledge and present their opinions on the 4Cs Skills Strategy. Subsequently, the instructor will be the moderator who facilitates information for students to collaborate and communicate synchronously online with their Discussion Board, Google Drive and Video Conferencing during the JOCLP discussion and


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debate forum. The instructor will use the JOCLP Rubric to assess the students' Learning and Innovation Skills. Please refer to JOCLP Rubric in Table: 1 to access the Learning and Innovation Skills which will be focused on the 4Cs Skills Strategy.

The JOCLP Rubric

The JOCLP Rubric will be used to assess the 21st Century Learning and Innovative Skills Strategy to demonstrate during their learning program. Instructors will also be able to use the rubric shown in Table 1 to recognize and assess the skills that can students who will be prepared for increasingly complex life and work environments. Thus, this rubric will focus on assessing the 4Cs Skills Strategy of the 21st Century Learning and Innovation skills to prepare students with current and future life skills.

Table 1: Rubric

 Learning and Innovation Skills Strategy	Grade %	Exemplary	Satisfactory	Unsatisfactory	Score %
Creativity and Innovation	33	Students can think creatively with others and use a wide range of brainstorming techniques to improve their creative efforts of useful contribution to the field in which the innovation can occur.	Students can think creatively with others, but cannot use a wide range of brainstorming techniques to improve their creative efforts of useful contribution to the field in which the innovation can occur.	Students cannot think creatively with others and use a wide range of brainstorming techniques to improve their creative efforts of useful contribution to the field in which the innovation can occur.	
Critical thinking	33	Students can use their higher-order-thinking skills to think creatively, listen attentively and reason logically with flexibility, originality, and fluency to stimulate curiosity and promote divergence in order to create solutions for complex environments.	Students can use their higher-order-thinking skills to think creatively, listen attentively and reason logically without flexibility, originality, and fluency to stimulate curiosity and promote divergence in order to create solutions for complex environments.	Students cannot use their higher-order-thinking skills to think creatively, listen attentively and reason logically with flexibility, originality, and fluency to stimulate curiosity and promote divergence in order to create solutions for complex environments	
Communication and collaboration	34	Students can use multiple media and technologies to collaborate and communicate effectively with oral, written, and non verbal communication skills in diverse multi-lingual environments.	Students can hardly use multiple media and technologies to collaborate and communicate effectively with oral, written, and non verbal communication skills in diverse multi-lingual environments.	Students cannot use multiple media and technologies to collaborate and communicate effectively using oral, written, and non verbal communication skills in diverse multi-lingual environments.	
Total	100				

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