



## Online Collaboration

### Level 1

Typically, pupils should show evidence of being able to:

- Take part in a teacher-led activity that involves accessing and/or navigating a virtual learning environment (VLE) or an online tool. Make suggestions as the teacher navigates the online tool. *This might include viewing a list of participants, or accessing various locations.* (Explore)
- Watch and make suggestions as the teacher makes a post in a course. *This might include adding information to a group wiki.* (Express)
- Be aware that digital methods can be used to communicate. *This might include suggesting content for an email or making suggestions for a video conferencing or virtual classroom activity.* (Exchange)
- Talk about their work, led by the teacher. (Evaluate)
- Know that they can access the course at a later date. (Exhibit)

### Level 2

Typically, pupils should show evidence of being able to:

- Log on to a VLE or an online tool and navigate to a given area or course with the teacher's help. Carry out a series of instructions using a VLE or an online tool. *This might include finding another participant or uploading an existing file to a course.* (Explore)
- Take part in an online activity with the teacher's help. *This might include making a post to an online course or adding information to a group wiki.* (Express)
- Identify and talk about how to use different digital methods to communicate. *This might include sending an email or taking part in a video conferencing or virtual classroom activity with the teacher's help.* (Exchange)
- Talk about how to make simple improvements to their work, prompted by the teacher. (Evaluate)
- Bookmark their course or online tool and/or show it to the class or group with the teacher's help. (Exhibit)

### Level 3

Typically, pupils should show evidence of being able to:

- Log on to a VLE or an online tool and navigate to a given area or course. Carry out a series of instructions using a VLE or an online tool. *This might include finding another participant or uploading an existing file to a course.* (Explore)
- Take part in an online activity. *This might include making a post to an online course or adding information to a group wiki.* (Express)



- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email, making a post to a wiki, blog or discussion thread, or taking part in a video conferencing or virtual classroom activity.* (Exchange)
- Reflect on the success of their activities, suggesting possible improvements. *This might include suggesting additions or amendments to posts, or alternative approaches to activity.* (Evaluate)
- **Bookmark their course or online tool and/or show it to the class or group.** (Exhibit)

## Level 4

Typically, pupils should show evidence of being able to:

- Support their online posts with appropriate evidence from found or created assets. Log on to a VLE or an online tool and navigate to a given area or course. Use the tools and features of a VLE or an online tool to communicate with other participants. *This might include finding participants who are currently online and contacting them using instant messaging, or leaving a message for participants who are currently offline.* (Explore)
- Prepare materials to include in an online activity and take part over several sessions. *This might include making several posts in an online course, responding to other participants or adding information to a group wiki.* (Express)
- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending regular emails, making a post to a wiki, blog or discussion thread, or preparing for and taking an active role in a video conferencing or virtual classroom activity.* (Exchange)
- Keep a record of their reflections on the success of their activities and suggest possible improvements. *This might include suggesting additions or amendments to posts or alternative approaches to activity.* (Evaluate)
- **Showcase the completed work.** *This might include making a completed wiki available or presenting evidence in a named folder or class e-portfolio.* (Exhibit)

## Level 5

Typically, pupils should show evidence of being able to:

- Support their online contributions with appropriate evidence from a range of sources, evaluating their choices. Log on to a VLE or an online tool and make contributions over several sessions. Use, with increasing discernment, the tools and features available in a VLE or an online tool, using a range of approaches where appropriate. *This might include exploring ideas with course participants before selecting text and other assets to include in a final version of a wiki or blog.* (Explore)
- Co-ordinate a group to prepare materials to include in an online activity and take a lead role over several sessions, making contributions with the audience in mind. *This might include editing information in a wiki or blog, making and responding to posts and adding comments.* (Express)



- Use a range of contemporary digital methods to communicate, exchange and share their information, ideas and/or findings, collaborating online with their peers. *This might include making timely responses to online discussions, uploading files and attachments, initiating new discussion threads or taking the lead when organising an online activity.* (Exchange)
- Keep a regular record of their reflections on the success of their activities and contributions over several sessions and suggest possible improvements. *This might include making and retaining notes on which tools and approaches were most effective.* (Evaluate)
- Showcase the completed work. *This might include making a completed wiki available or presenting evidence in a named folder or class e-portfolio.* (Exhibit)

## Level 6

Typically, pupils should show evidence of being able to:

- Support their online contributions with appropriate evidence from a wide range of sources, referencing and justifying their choices. Manage independently their participation in a VLE or an online tool, monitoring their own and others' contributions over several sessions. Use, with increasing discernment, the full range of tools and features of a VLE or an online tool. *This might include referring to external links and/or sources when discussing a topic that attracts a broad range of opinions.* (Explore)
- Set the discussion topic and co-ordinate a group to prepare materials to include in an online activity and take a lead role over an extended period, making contributions with the audience in mind. *This might include creating and editing information in a wiki or blog, making and responding to posts, and adding sharing materials.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information, ideas and/or findings, collaborating with peers, experts and end users. *This might include leading a videoconferencing or virtual classroom activity, or initiating new discussions, regularly logging on to make timely and considered responses, and sharing research and other resources.* (Exchange)
- Keep a regular and careful record of their reflections on the success of their activities and contributions over several sessions. *This might include making and retaining notes on which tools and approaches were most effective.* (Evaluate)
- Showcase the completed work. *This might include making a completed wiki or blog available and notifying contributors and other contacts when it becomes available.* (Exhibit)



### Level 7

Typically, pupils should show evidence of being able to:

- Support their online contributions with evidence from a wide range of sources, referencing and discriminating between their sources. Manage systematically their group's participation in a VLE or an online tool, monitoring their and others' contributions over several sessions. Use the full range of tools and features of a VLE, an online tool or other Web 2.0 solutions to enhance the collaborative process and justify the approach they used. *This might include collaborating using Google Docs, sharing images to include in a wiki or blog using Instagram, and contributing to online discussions, systematically supporting arguments with clearly referenced sources.* (Explore)
- Take the lead role in an online activity over an extended project and co-ordinate the group to prepare materials ready to include in the activity. *This might include setting the discussion topic and identifying the direction of enquiry, creating and editing information in a wiki or blog, making and responding to posts, and sharing materials.* (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their information and developed ideas with peers, experts and end users, contributing to a collaborative global environment. *This might include chairing a videoconferencing or virtual classroom activity, or acting as moderator in an online forum, removing irrelevant topics and reminding contributors of online conventions and protocols.* (Exchange)
- Record, regularly and systematically, their reflections on the success of their activities and contributions over several sessions. *This might include making and retaining notes on which tools and approaches were most effective across the range of applications they used in a collaborative activity.* (Evaluate)
- Showcase the completed work and monitor its success. *This might include making a completed wiki or blog available and gathering metrics and/or usage statistics on views, contributions and other activities.* (Exhibit)

**Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.**