SESSION 6: PROFESSIONAL COLLABORATION (Weeks 11 & 12)

Introduction

Overview
In this session, you will closely review the work of a cohort peer, offer constructive feedback on a draft exhibit, and lead online professional conversations among your Capstone colleagues.

Objectives
By the end of this session, you will:

- Evaluate another learner's exhibit using the Capstone II Exhibit Rubric.
- Discuss highlights of your peer partner's exhibit and those of others in your cohort.
- Reflect on your experience leading an online professional development event for Capstone community members in Tapped In.
Peer Review

As you know from Capstone I, no matter how closely you have reviewed your own work, another person's perspective can help you to see it in a new light. To that end, an important part of the exhibit design process is peer review, in which you and an assigned partner closely examine each other's exhibits and offer each other feedback using the Capstone II Exhibit Rubric as your guide.

Exhibit Feedback

Using the "Share an Exhibit" feature of the Capstone Portfolio, share your draft Capstone II exhibit with your assigned partner and your coach. Review your partner's exhibit closely, reading each section thoroughly and viewing each artifact. As you review the exhibit, use the Capstone II Exhibit Feedback Form [Word | RTF] to note aspects of the exhibit that are especially strong and points where you might suggest clarification, elaboration, or other improvements. In all cases, be as specific as possible in referring both to the exhibit contents and to the criteria listed in the rubric, including those for each standard selected. In the appropriate sections of the form, provide feedback about all criteria, specifically addressing each individual standard listed. Your feedback is important in helping your partner create an exhibit that offers a well-rounded, illustrative picture of classroom practice that demonstrates proficiency in the NETS•T. Once you have completed your review, e-mail your feedback both to the author of the exhibit and to your coach.

Peer Insights

Not only should your peer partner learn from your comments and questions, but the activity is intended to be a learning experience for you as well. Reviewing someone else's work can alert you to new educational resources, deepen your content knowledge, and lead you to consider new ideas, tools, strategies, or perspectives. It can also help you to reflect on your own exhibit's strengths and weaknesses.

Sometimes outside reviewers see strengths in our work that we do not notice ourselves because we are too close to it. After you have both given and received feedback on a colleague's Capstone II exhibit, share one highlight of the exhibit you reviewed with the rest of your Capstone cohort in the Exhibit Highlights discussion forum. Since others will not have had the opportunity to examine the exhibit that you reviewed in depth, consider sharing some aspect of your colleague's work that might be of interest to the rest of the group. After your initial posting, respond to at least two other postings with questions or comments intended to elicit or extend dialogue about the work described.

Exhibit Highlights

What was one of the highlights of your partner's exhibit? Be as specific as you can.
SESSION 6: PROFESSIONAL COLLABORATION (Weeks 11 & 12)
Introduction | Peer Review | Tapping Your Knowledge | Exhibit Work | Look Ahead

Tapping Your Knowledge

In Capstone I, you became familiar with Tapped In (TI), "the online workplace of an international community of education professionals." The PBS TL Capstone Program group in TI is intended to provide a virtual space for Capstone participants to gather, communicate, and collaborate as an ongoing community of practice, even beyond the Capstone courses. During the courses, your interactions are limited to the people within your cohort, but there may be people in other cohorts who also have ideas and resources that are of value to you. While TI has much to offer, it takes some time to become accustomed to the environment and to figure out how to fully take advantage of its unique features. In this session, you will expand your experience using TI to support the Capstone community of practice.

Community Chat

As you know, the PBS TL Capstone Program group room is open to you any time you want to meet up with fellow members of the greater PBS TeacherLine Capstone community to exchange ideas and resources and collaborate with each other. You should have joined this group during Capstone I, but if you have any trouble finding the room again, contact your coach or post a message in the Technical Help forum.

For some background on the original goals and rationale behind the design of Tapped In, read "Tapped In: A New On-line Teacher Community Concept for the Next Generation of Internet Technology." Now that you have some experience with TI, consider the aims of the developers, how well you think they are being realized, and what role you might play in helping TI reach its potential.

During this session, your coach will schedule times for one-hour small group chats in the PBS TL Capstone room. This will provide another opportunity to chat with your coach and members of your cohort synchronously (in real time) about a topic relevant to your Capstone II work. In preparation for your chat, think about what synchronous online communication affords that other learning modes do not and also about how to make the most of those affordances in your Capstone meeting. Your coach will provide more instructions about the details of your group’s event.

Sharing Your Expertise

In addition to participating in a chat moderated by your coach during this session, you are expected to plan and lead an informal professional development event for fellow members of the Capstone community using the PBS TL Capstone Program room in Tapped In as a vehicle.

First, choose a topic relevant to one of the ISTE NETS•T about which you have some expertise. You might lead a session focused on professional use of a specific digital tool or resource, practical strategies related to meeting a particular standard, or anything else that interests you and might be helpful to others. You must then select to do ONE of the following:

1. Lead a synchronous online learning event of your own design in the PBS TL Capstone Program room in Tapped In. Be sure to announce the event in advance so that people know about it. (You can use the whiteboard and/or the discussion forums for this). Try to schedule a time that will be convenient for the largest number of people, regardless of time zone differences. In your planning, think about how to make the most of the interactivity of synchronous discussion as well as how best to manage conversation in this particular medium. For some ideas
about how others have facilitated synchronous discussions, you may want to review transcripts of past events in the ASO archives in the After School Online room.

2. Lead an asynchronous discussion on a topic of your choice in the Discussion area of the PBS TL Capstone Program room in Tapped In. Create a new discussion thread, post an initial prompt, and maintain the role of moderator throughout the discussion with the aim of facilitating open professional dialogue among participants about the topic at hand. In your planning, think about how to make the most of the reflective dialogue afforded by asynchronous discussions, as well as how to generate and promote productive conversation in this particular medium. You may want to look back at past discussion forums from this course, paying particular attention to ways in which the most fruitful exchanges were launched and sustained, as well as what sorts of postings tended to close down conversation.

During your event, you may want to demonstrate and discuss resources and strategies that you have used, and invite others to share their own questions and experiences. You may also want to contribute links and/or documents (in the Links and Files areas, respectively) that could be helpful to others within the greater Capstone community.

If you have any questions about what to do, post them in the Assignment Help discussion forum or e-mail your coach directly. After your event, use your online journal to reflect on what you did and how it went.

After you have led your own professional event in Tapped In, reflect on the experience, including a description of the event as well as thoughts about what worked well and what you might do differently next time.
Exhibit Work

This session's exhibit work involves revising your exhibit based on feedback you received from reviewers.

Incorporating Feedback

Once you have received feedback from your peer review partner, consider it carefully. Continue refining your exhibit in light of the feedback you received from your peer review partner and your coach, and make revisions where you feel they are needed. Make sure that you have painted a clear enough picture of your lesson or project-in-action and included enough evidence through artifacts and reflections to demonstrate your proficiency in each of the standards you selected for this exhibit. Do not forget that you can associate the same artifact with multiple standards if it serves as evidence for each of them.

References

Look Ahead

In this session, you took a close look at another learner’s exhibit, offered feedback on how well it met the criteria outlined in the rubric, and took online learning to another level within the Tapped In environment. In the next session, you and your cohort will develop and share plans for facilitating professional development among colleagues in your schools.

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