

# TEACHER'S BOOK “Online collaboration tools”

These guidelines aim to help teachers to work with project Generation0101 training course online collaboration tools. Course consist of 10 lessons in total - 40 h. The recommended model is to have face to face studies, practical tasks, group work and online research by students. Teachers can modify the given time at its own discretion. Each lesson consist of theoretical content, questions for group discussions, practical tasks, self evaluation questions and resources for further studies. Last lesson involve group work that involves technical applications from the previous lessons. Module has been developed to introduce students with basic guidelines and programs for online collaboration and to motivate them for further self studies. This guide will include tips and tricks for teachers to include in face to face sessions. Students must have previous basic computer/internet/mobile knowledge to participate in the course. Student's book does not include detailed step by step manual to each action in practical tasks, as the progress with digital application has made the programs very intuitive and user friendly. Please consult students if they need extra help understanding the tasks.

## Lesson 1

### Collaboration Concepts: main types and tools, key characteristics

**Goal** - This chapter's goal is to introduce and educate about online collaboration concepts. The theory is focusing on main types, tools, and key characteristics of such tools.

**Intro** – This chapter serves as an introduction to the concept of online collaboration. The theory will emphasize on concepts like Integrated Collaboration Environment, Document Collaboration, and Cloud Collaboration. The chapter includes additional online literature sources, 3 multiple choice questions, as well as 3 discussion questions to foster class engagement. The estimated amount of time necessary to cover all topics is 4:00 hours.

**Teacher's note** – Since this is the first lesson, it is important to recognize how much do the students know about online collaboration. Perhaps starting the class with asking questions of their perspective of what online collaborative environment means to them, what do they understand with the term “online collaboration tools”, etc. This lesson should be as an introduction; therefore, the teacher should give a brief insight into what the whole course is aiming to cover and what results are sought. The goal is to expose the student to the different aspects and online tools that are necessary to know when working and integrating to an online collaborative environment. Also, by mentioning different topics to be discussed, the teacher will have a chance to see how many of the students have some background knowledge about them. After the “intro” part is covered, the teacher can transition into the three main aspects to focus on in this lesson – the overall insight on online collaborative environment, document collaboration and cloud collaboration.

### **Tips/Tricks –**

A valuable tool for everyday work with shared web-pages is ej.uz service. By simply typing "ej.uz" in your browser you are taken to a page which offers to shorten an URL address by naming it whatever you desire. For example, If you would like to personalize and shorten an URL for a survey you are distributing, you can shorten it to appear as <http://ej.uz/mysurvey>.

For people who are traveling a lot or working with foreign partners, an instant translator app is a very useful tool. For example, Speak & Translate app is available for free and allows to speak and instantly translate phrases in a different language. More about the app- <http://ej.uz/itunesapp>.

For people who are working with creation of diagrams and tables Lovely Charts could be a convenient everyday tool. The following video is explaining how the program works - <http://ej.uz/lovelycharts>. ( The teacher could possibly have the program downloaded already and show a brief example in class if the time allows)

**Discussion –** Three questions to foster class discussion.

- What are some of the advantages when using an online collaboration software?
- What type of skills are necessary to have when working in an online collaboration environment?
- Does the ability to work on the same document at the same time from different devices create an efficient advantage or a disorganized chaos?

**Practical –** Since this is an introductory lesson and covers a little bit of every aspect of the course, it is useful to have the student research and read the new information. The practical tasks will follow the next lessons when the student will be introduced to specific tools.

**Homework –** The homework for this lesson includes three multiple choice questions and reading additional online sources. The teacher should encourage the students to bring questions about the additional information they have read to the next lecture.

# Lesson 2

## **Principles of data protection, privacy, e-safety and e-security in online collaboration, intellectual property rights**

**Goal** - This chapter aims to educate about data protection online and e-security by focusing on e-safety during online collaboration and data privacy.

**Intro** – This chapter is going to focus on concepts like e-security and its threats, protecting personal privacy online, and intellectual property rights. The chapter includes 3 practical exercises, 3 multiple choice questions, as well as 3 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours.

**Teacher’s note** – Before using any service one must read the “terms and conditions” part of the service – this chapter can be approached with the same philosophy. Before engaging into the online environment, it is important to make sure students are aware of the online risks, as well as ways of protecting their data in the online collaborative environment. It is important to take e-safety seriously; therefore, perhaps the teacher could bring some attention-grabbing examples of online theft cases which would engage the student’s attention towards the issue. The lesson should start with discussing the general e-security tips and gradually narrowing down to discussing e-safety in online collaboration activities. Such aspects as intellectual property rights is applicable to the off-line workplace as well which can be briefly mentioned, however, it is important to keep the discussion relevant to the course study.

### **Tips/Tricks** –

Losing a phone is something none of us can ever predict, yet it happens way more often than it should. However, if it has happened, there is a valuable safety tool for mobile phones “Plan B” that can help bringing your treasure back to you. All you need to do is go to Android Market (for Android phones), log in with your Google account, find Plan B and remotely install it on your device. The only condition the app requires is that the phone has to be on and with an active internet connection. As soon as Plan B is installed, it automatically sends a Google map with the location of your lost phone to your email. You will receive multiple emails of such content within 10 minutes if the app will continue to establish a more precise location, or if the phone is “on the move”. If the phone will not have the GPS feature on then the accuracy of the location will depend on your mobile network’s base station’s information. Hence, the location will not be as precise outside of town. Yet, it would definitely help tracking down your lost/stolen phone.

P.S. There is a similar app for iPhone users called Find My iPhone.

Another safety tip is the Incognito Window. In the top-right corner of the browser window, click or touch the Chrome menu  (computer) or  (mobile) and there choose the “new incognito window/tab”. A new window will open with the incognito icon . Pages you view in incognito tabs won't stick around in your browser's history, cookie store, or search history after you've closed all of your incognito tabs. However, not that going incognito doesn't hide your browsing from your employer, your internet service provider, or the websites you visit.

**Discussion** – Three questions to foster class discussion.

- Why is it important to protect one's information online?
- What are some of the e-security threats that may occur?
- What are some of the ways to prevent online threats?

**Practical** – After covering all the content, students are presented with 3 practical tasks. The first task includes creating a LastPass account – a software that is known for enhancing internet security. The second task is to create a document encrypted with a password, which is another efficient way to ensure that your work does not end up in unauthorized hands. The third task involves doing individual research on anti-viruses. The students must compare the found anti-viruses by certain criteria and then create a top 3 for the best ones. The teacher can use this as a homework to start a discussion during the next lesson.

**Homework** – It is up to the teacher to decide which practical tasks (if any) are going to be set as homework. Additionally to a practical task, students should familiarize themselves with the added online literature sources, as well as answer the three multiple choice questions about the theory discussed in class.

# Lesson 3

## Introduction to different online collaboration platforms

**Goal** - This chapter aims to educate about different online collaboration platforms. The theory is introducing to general knowledge about online collaboration software as well as comparable aspects for these platforms.

**Intro** – This chapter explains the concept of an online collaboration software, as well as discusses the essential areas to evaluate when choosing among the many collaboration platforms available today. The chapter includes 1 practical exercise, 3 multiple choice questions, as well as 4 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours.

**Teacher's note** – This is the chapter that begins to focus on the practical part of online collaboration – it introduces the students to the concepts of online collaboration software. It will begin to contain certain terms so the teacher should make sure to present the theory in a way that's understandable for everyone. This chapter is essential to understand the way online collaboration is designed to work, as well as gives tips on how to pick the best tool for each individual purpose. The chapter suggests five essential aspects to evaluate when researching online collaboration tools and gives reasons why these features are important. Perhaps the class can begin a discussion on which features are relevant to which type of goal for every collaboration tool.

### **Tips/Tricks** –

Sharing is the ultimate word used when collaborating online. Today's technologies allow us to share pretty much anything we put our minds to - starting with sharing different files, photos, presentations, folders of files, and ending with sharing your entire desktop screen. For example, TeamViewer is an application that allows you to share your screen by allowing another person to access your computer remotely. This access is mutually exclusive - when your partner is using the "mouse", you must not touch it and vice versa. Such a tool comes in handy when you are having computer trouble and can have someone fix it for you from miles away.

Another fun tool that involves sharing is accessing your TV through your phone. There are certain apps that can be installed on the TV and the smartphone which creates the connection that allows to use the smartphone as a TV remote.

**Discussion** – Four questions to foster class discussion.

- What are the advantages of using an online collaboration tool?
- Name three essential areas to evaluate when researching online collaboration tools?
- Why is it important that a collaboration tool allows a real-time collaboration?

- How can an online collaboration tool be valuable for businesses that do not have people working from different locations?

**Practical** – There is one practical task for this chapter which will partly be done as a homework and partly in class. The teacher should focus on 3 most popular collaboration tools in class and have students research the three tools to pick their favorite. After the research is done the teacher groups students by the collaboration tool they have chosen as the best in their opinion. Each group prepares a 3-5 min presentation for the next class about the collaboration tool they have chosen and explain their point of view. This type of homework is a good way to get the students to actually work with some of the online collaboration tools in order to work together on a small project.

**Homework** – Preparing a 3-5 min group presentation + reading additional online material assigned.

# Lesson 4

## Practical exercise: creating accounts and project to Online collaboration platform

**Goal** - This chapter aims to teach the practical side of online collaborations by creating accounts and exploring online collaboration tools on such platforms as Basecamp and Trello.

**Intro** - The theory introduces to such project management softwares as Basecamp and Trello. While Basecamp and Trello are both one of the top web-based project management applications, the chapter is more focused on Trello due to more convenient and free usage. The chapter includes 1 practical exercise, 3 multiple choice questions, as well as 4 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 2:00 hours.

**Teacher's note** – This chapter has lesser theory and more practice. The learning process is going to happen simultaneously with doing practical tasks. The teacher should introduce students to more than just two web-based project management systems, yet focus on two most popular ones – Basecamp and Trello. Further, the practical tasks include Trello because students can use this system after completing the course without worrying about their accounts being charged for the service. The practical tasks is suggested to be done in class – that way the teacher can tell about the program and have students try it out on their own while being guided by the teacher. It is important that the teacher familiarizes himself/herself with the program prior to class in order to be able to answer questions that may arise from students.

### Tips/Tricks –

For people who are constantly sharing documents, there is an app that would allow to do it much faster and more convenient just by using your phone. CamScanner is an app for iOS, Android and Blackberry that scans your documents and lines them up for you to make it easier to send them wherever you need in a few clicks. Click the link for a demonstration - <http://www.camscanner.com/help/youtube>.

Red Pen is yet another collaboration tool that makes online collaboration more convenient. It allows you to make comments anywhere on the file you wish with just a point & click. Everyone sees the comments live as they happen and there is no limit to how many people can get involved. You can ask colleagues and clients for feedback by giving them a private link, or inviting them via email. The only drawback is that this service is only free for 14 days - after that period the pricing depends on how many projects you wish to create. More info at <https://redpen.io/>.

TaskWorld is yet another project management tool. It has multiple planning features as well as a messenger option. The teacher can explore this if he/she wants to present this as an additional option to Trello and Basecamp. More info - <https://taskworld.com/features/>.

**Discussion** – Four questions to foster class discussion.

- What are the advantages and disadvantages of using Basecamp?
- What are the pluses and minuses of using Trello?
- Which platform is more efficient and why?
- How could such tools be integrated into every-day personal use?

**Practical** – There is one practical task for this chapter which, as mentioned earlier, is suggested to be done during an in-class session. The task involves creating a Trello account and practicing some of the features this software provides. The goal is to follow directions to create a management plan that resembles the one provided in the pictures.

**Homework** – The homework for this chapter is to answer three multiple choice test questions and read additional online sources.

# Lesson 5

## File sharing online tools, web based productivity platforms (DropBox, GoogleDrive, OneDrive)

**Goal** - This chapter aims to give an insight in online collaboration platforms like - DropBox, Google Drive their main tools and their features. the practical side of online collaborations by creating accounts and exploring online collaboration tools on such platforms as Basecamp and Trello.

**Intro** - This lesson requires an e-mail and a google account. The theory gives an overview of markets most popular online collaboration tools like Google platform with online applications for file sharing and editing and Dropbox for cloud storage and file sharing. In the next chapters students will also look how to use these tools on mobile devices -bear in mind that everything that can be done with these tools on computer, can also be done through mobile devices and tablets. Mentioned programs can be used free of charge for limited amount of data, but it's more than enough for beginner-users. The chapter includes 3 practical exercises, 3 multiple choice questions, as well as 3 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours. All additional information can be found through online sources.

**Teacher's note** – This chapter has lesser theory and more practice. The learning process is going to happen simultaneously with doing practical tasks. Applications are very intuitive and user friendly so let students experiment and be creative with different options. The practical tasks is suggested to be done in class – that way the teacher can tell about the program and have students try it out on their own while being guided by the teacher. It is important that the teacher familiarizes himself/herself with the program prior to class in order to be able to answer questions that may arise from students.

### Tips/Tricks

See how Dropbox space can be increased without paying additional amount of money - <https://www.dropbox.com/help/15>

You can ask students to submit their practical tasks by sending out file requests - <https://blogs.dropbox.com/dropbox/2015/09/pro-tips-become-a-master-of-file-requests/>

### Discussion

- Why is it important to have a cloud storage for back-up?
- Why is DropBox the most popular among cloud storage softwares while offering the lowest initial storage space?
- Which of the three file sharing tools mentioned is more appropriate for personal use and which is the most efficient for business use?

**Practical** – two practical tasks help students to learn to use online collaboration platforms in real life situations. Practical tasks set out guidelines but facilitator can modify them at their discretion.

**Homework** – If students have done all practical tasks in class ask them to read through online additional materials for further studies.

# Lesson 6

## Introduction to online meeting tools, practical tasks – web conference organization

**Goal** - This chapter aims to introduce the student to various online meeting tools and familiarize students with ways to integrate them on a daily basis. Also, this chapter teaches practical ways to use online meeting tools for professional or private purposes.

**Intro** – This chapter focuses the ways people can connect through online meeting tools while working in an online collaboration environment. The theory of this lesson covers such online meeting tools as Skype, WebEx, GoToMeeting, and Google Hangouts. The chapter includes 2 practical exercises, 3 multiple choice questions, as well as 4 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 6:00 hours.

**Teacher's note** – As the class advances the focus is drawn to the many tools for online collaborations through programs that allow people meet online. This is the chapter where students probably have quite a bit of background knowledge, therefore, the teacher could engage students in a discussion of the online meeting tools they prefer to use daily and/or for work. The main idea of this chapter is to introduce students to several online meeting tools, so they can later on pick which is more efficient for them. Skype, WebEx, GoToMeeting, and Google Hangouts are one of the top picks for creating online conferences, therefore, the chapter is covering these specific tools. Since Skype is the most commonly used tool, it is suggested that the teacher focuses on WebEx in order to integrate it in the practical homework task later on.

### Tips/Tricks –

Join.me is another convenient collaboration tool that allows free online video conferences, audio conferencing, recording, scheduling and many more features. There is a package that can be used for free, however, it is limited in features and available participants. Join.me is yet another tool that can be presented to students to give them more options to choose from. More info - <http://join.me>.

To the people who are creating PowerPoint presentations on a daily basis or are simply tired of the primitive layouts that Microsoft offers - there is another great presentation program which will freshen up your presentation making skills. Prezi has a completely different layout which looks creative and fun, and is also customizable for your needs. Prezi requires you to create an account (for free) to create your presentation and then stores it online, so you can access it anytime from whichever device necessary just by logging in to your Prezi account. The program does offer more enhanced features for an additional cost. The teacher can look for example at <https://prezi.com>.

**Discussion** – Four questions to foster class discussion.

- What are the advantages of an online meeting tool?
- Which of the online meeting tools seems most efficient for a business meeting?

- Which online tool would be more suitable for small teams and which one for larger webinars?
- How can screen sharing improve an online group meeting?

**Practical** – There are two practical tasks for this chapter. The first one requires the teacher to prepare screenshots of popular online meeting tools and see if the students can recognize them. The teacher can decide whether this is going to be common class activity or an individual quiz. The second practical task includes creating an account for the online meeting platform WebEx. After each student has downloaded the program, the whole class creates a shared Webinar session. Depending on how this activity goes in class, the next class may be held remotely via WebEx platform. This kind of task gives students the direct experience with a tool they may integrate in their daily work-life.

**Homework** – The homework for this chapter consists of three multiple choice questions, as well as additional reading.

# Lesson 7

## Social media collaborative tools – blogs, forums, wiki ect.

**Goal** - This chapter aims to introduce the student to various social media online collaborative tools, like blogs, forums, wikis ect. The aim is not to show every available program in the market but to show the main principles of social tool usage for collaboration. Also, this chapter teaches practical ways to use social media collaboration tools for professional or private growth.

**Intro** – This chapter focuses the ways people can connect and share their thoughts through online tools. Take in consideration that wikis, forums and blogs are not always meant as addition to face to face collaboration, but is mainly used to connect specialists all over the world. This chapter gives a small insight into some of the popular blogs and wikis and allow students to try out the principle of social media collaborative tools for further self study. The chapter includes 2 practical exercises, 3 multiple choice questions, as well as 4 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours.

**Teacher's note** – This lesson mainly emphasises each students possibilities for individual growth, allow students to try to work with other specialists online focusing on their individual skills and interest. Helt them chose their circle of interests and get involved in online groups, do not limit their learning only to academic and work based information - students can learn a lot about social media collaboration tools through their favorite video game forum or travel blogs. Allow them to self explore the topics in question and involve them in common discussion about the pros and cons of social media collaborative tools. The main idea of this chapter is to introduce students to several online meeting tools, so they can later on pick which is more efficient for them. Skype, WebEx, GoToMeeting, and Google Hangouts are one of the top picks for creating online conferences, therefore, the chapter is covering these specific tools. Since Skype is the most commonly used tool, it is suggested that the teacher focuses on WebEx in order to integrate it in the practical homework task later on.

**Tips/Tricks** – For updating wiki articles show students an academical platform as example – Google scholar - <https://scholar.google.com/>, ask them to read an article of their choice to later use the information in updating Wikipedia. Explain wikipedias function and it usage limitations in for example academic sector, infrom students about references and the basic information of intelectual property.

**Discussion** – Four questions to foster class discussion.

- What is the difference between a forum and a chat room?
- How can blogs be integrated into a business?
- What are the challenges in credibility of wiki?
- What type of information should not be displayed on such social media platforms?

**Practical** – There are three practical tasks for this chapter. The first two allows students to be creative and work with their selected content. Teacher should guide students in steps of content creation and allow students to work with their forum or wiki of choice. Third task is to involve students in knowledge sharing and improve their presentation skills. Ask each student to present the work they have done and encourage other students to help with advice what could be more improved in their wiki articles.

**Homework** – The homework for this chapter consists of three multiple choice questions, as well as additional reading.



# Lesson 8

## Online calendar system, introduction to different concepts, shared calendars

**Goal** - This chapter aims to introduce the student to various concepts of shared calendars. The theory gives a brief overview of existing shared calendars. The chapter includes an practical exercise, 3 multiple choice questions, as well as 4 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours. All additional information can be found through online sources.

**Intro** – This chapter focuses on different online calendars and their concepts. Online calendars are mainly based on similar concepts and are user friendly and intuitive, that's why this material gives insight in some of them, teachers can add additional programs if it's needed. Bear in mind that theoretical information should be kept general – applicable to different mobile programmes (Android/iOS). This chapter gives a small insight into some of the popular online calendars and allow students to try out the principle of online calendar system tools for further self study. The chapter includes 2 practical exercises, 3 multiple choice questions, as well as 4 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours.

**Teacher's note** – In this lesson give students a quick overview of different online calendar tools and applications and focus more on google calendar systems. Tie together google calendar with of the google collaboration tools from previous lessons. Ask students to test all application on PC and mobile phones or tablets.

**Tips/Tricks** – There are a lot of additional features in online calendars that you probably don't know. Learn tips to use Google calendar more efficiently <http://ej.uz/n9sf>. Show students how to find other country bank holidays. Show possible shortcuts to add new events. Show students how to receive a daily agenda on their email.

**Discussion** – Four questions to foster class discussion.

- What are the benefits of using an online calendar system?
- Is it more efficient to keep separate calendars or to sync the information from all calendars in one?
- Why would businesses resist using online calendars?
- What is important to consider when evaluating different online calendar systems?

**Practical** – There are one practical task for this chapter. Teacher can ask additional tasks to be done by students based on students knowledge level. Ask students to do tasks from PC and mobile phone or tablet.

Ask each student to present the work they have done and encourage other students to help with advice what could be more improved in their work.

**Homework** – The homework for this chapter consists of three multiple choice questions, as well as additional reading.

# Lesson 9

## Mobile collaboration, applications, file sharing, planning tools and remote connections

**Goal** - This chapter aims to introduce the student to various mobile collaborative tools and how they can be used daily. The theory covers such applications as Telegram, WhatsApp and Skype Mobile. The chapter includes a practical exercise, 3 multiple choice questions, as well as 3 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours. All additional information can be found through online sources.

**Intro** – This chapter focuses on different online mobile collaboration tools and applications. Material gives insight in mobile and PC applications like - Telegram, WhatsApp and Skype Mobile. Mobile collaboration apps are mainly based on similar concepts and are user friendly and intuitive, that's why this material gives insight in some of them, teachers can add additional programs if it's needed. Bear in mind that theoretical information should be kept general – applicable to different mobile programmes (Android/iOS). This chapter gives a small insight into some of the popular online programs and allow students to try out the principle of mobile collaboration application tools for further self study. The chapter includes 1 practical exercises, 3 multiple choice questions, as well as 3 discussion questions to foster class engagement. The estimated amount of time necessary for this lesson is 4:00 hours.

**Teacher's note** – In this lesson give students a quick overview of different mobile collaboration tools and applications and focus more on Telegram messaging system. If it's needed students can choose to work with other mobile collaboration tools and to the practical tasks on them. Ask students to test all application on PC and mobile phones or tablets.

**Tips/Tricks** – There are a lot of additional features in online mobile collaboration systems that you probably don't know. Learn tips to use Telegram more efficiently <http://ej.uz/pgym>. Show students the fun side of application adding additional stickers to daily chatting. Show possibilities to set self destructive chats and messages. Add hastags to messages and important information to find it more easy later on.

**Discussion** – Four questions to foster class discussion.

- Which of the discussed tools would be more suitable for personal use and which for work-related use?
- Which of the tools would be more efficient in small teams and which in larger groups?
- Whatsapp was introduced after the Facebook Messenger. Why do you think Whatsapp gained so much popularity over FB Messenger, eventually resulted in Facebook acquiring the app?

**Practical** – There are one practical task for this chapter. Teacher can ask additional tasks to be done by students based on students knowledge level. Ask students to do tasks from PC and mobile phone or tablet.

Ask each student to present the work they have done and encourage other students to help with advice what could be more improved in their work.

**Homework** – The homework for this chapter consists of three multiple choice questions, as well as additional reading.

# Lesson 10

## Exercise and online collaboration project creation

**Goal** – This chapter aims to bring student theoretical knowledge to practical field. Milestones are set and open for creative work practicing and newly gained knowledge.

**Teacher's note** – **Last chapter consist of students practical task.** During this task students have to go through a full cycle of conference preparation working together and using the programs and tools from studies. The aim of the task is to strengthen students knowledge. Teacher must evaluate students work and consulte them based on needs. Keep in mind that all work must happen online and to better evaluate students work teacher should be added to all work groups as an observer.

Based on students work on this project teacher must evaluate their gained knowledge.

For any suggestions or information about the developed course, feel free to contact developers - Latvian Information and Communication Technology Association and course developers directly Andra Jākobsone - [andra.jakobsone@gmail.com](mailto:andra.jakobsone@gmail.com) and Vita Vītola [yitavitola@gmail.com](mailto:yitavitola@gmail.com)