







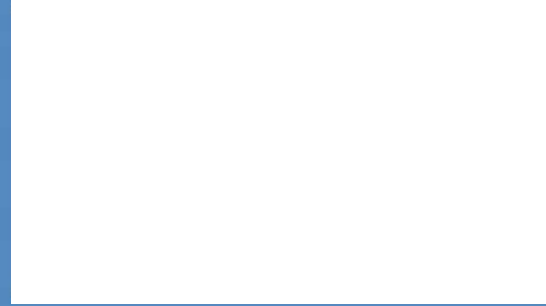
Communication and Collaboration: Collaborative Comments

<p>National Curriculum Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Aim To know how to use collaborative tools online to contribute to others' work.</p>		<p>Lesson Duration It is estimated that this lesson will take approximately 60 minutes.</p> <div style="text-align: right;">  </div>
<p>Success Criteria I can open and access a shared document. I can offer suggestions when working collaboratively online. I can identify rules for successful online collaboration.</p>	<p>Key Vocabulary Collaborate, cloud storage service, document, editing, file, suggesting, viewing, share, comment, resolve.</p>	
<p>Resources Lesson Pack</p> <p>Children's posters from the previous lesson PC devices, such as laptops, Chromebooks and/or tablets Pens or pencils Highlighters Sticky notes</p>	<p>Preparation _____ - as required</p> <p>Collaborative Comments Lesson Presentation (Google version) - as required Collaborative Comments Lesson Presentation (Microsoft version) - as required</p> <p>We advise you to choose the presentation that fits with the operating system you are using.</p> <p>Differentiated Editing Collaboratively Activity Sheet - one per child</p> <p>Access to Google Drive - as required Access to Microsoft OneDrive - as required</p> <p>In order to gather valuable data about how effective this unit has been and how much your children have understood the topic, we recommend completing the _____ at the end of this lesson.</p>	

Prior Learning: Children should be confident and efficient in logging into their school accounts and accessing the files within their Google Drive/OneDrive account.

Learning Sequence:

	<p>Remember It: Using the Lesson Presentation, use the questions to discuss what the children did in the previous lesson and what they can remember.</p>	
	<p>Collaboration Challenge Part Two: Ask the children to return to the groups they worked with in the previous lesson. The paper-based posters the children worked on in the previous lesson will need to be swapped with another group. Each group will need the same coloured pens or pencils to write with, the same coloured highlighters and the same coloured sticky notes. Using the Lesson Presentation, discuss the task. The children will be editing the other group's poster, making changes and suggestions for improvements. Using the Lesson Presentation, discuss what they may need to look out for when editing. It is recommended that children should be given a short amount of time to complete this task. You may wish to use the Classroom Timer. Using the Lesson Presentation, discuss how the children found the challenge, using the questions to prompt the discussion.</p>	
	<p>Starting Up: Use the Lesson Presentation to recap how to: open Google Drive/OneDrive; open an existing file; share a file and open a shared file. It is recommended that the children use their device to follow along and complete each step in conjunction with the relevant presentation slides. Can the children explain how to open a file that has been shared with them?</p>	



Computing

Communication and Collaboration

Collaborative Comments

Google Version



Question Marks

**This is Quizby.
He is a question mark who
loves to ask questions.**



When you see a question mark icon like this in the **Lesson Presentation**, it can be clicked on to reveal one of Quizby's questions.



The questions that appear next to these question marks will help you to think about the key learning throughout the lesson.

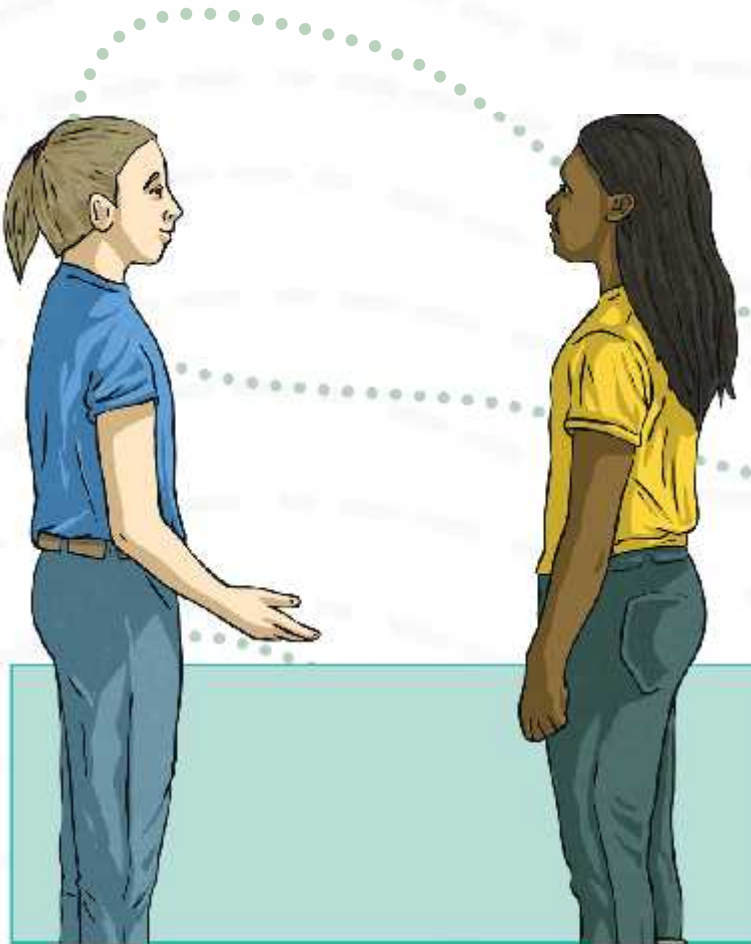
Aim

- To know how to use collaborative tools online to contribute to others' work.

Success Criteria

- I can open and access a shared document.
- I can offer suggestions when working collaboratively online.
- I can identify rules for successful online collaboration.

Remember It



Discuss these questions with a partner.

Can you remember what online collaboration is?

How did you collaborate online in the previous lesson?

What software and tools did you use to do this?

Collaboration Challenge Part Two

In the last lesson, you worked in small groups to complete the Collaboration Challenge. You created an information poster titled '**All About Our School**'.

But... you guessed it! There are some rules you must follow.



For the **Collaboration Challenge Part Two**, your group will swap your information poster with another group. Once swapped, you must collaborate with your group to edit the other group's poster. You will be given pencils, highlighters and sticky notes.

- You must **all** edit the poster at the **exact same time**.
- Within your group, you must **all** use the **same coloured pen or pencil**, the **same coloured highlighter** and the **same coloured sticky notes**.
- You are allowed to highlight/write **on** the poster as well.

Collaboration Challenge Part Two

What will you need to look out for when editing the other group's poster?

spellings

punctuation

grammar

presentation

making suggestions for improvements

Can you think of anything else?



Collaboration Challenge Part Two: How Did You Do?



Now that you have had a chance to collaborate and edit the poster, have a think about these questions:

What was it like to edit the poster together all at the same time?

What difficulties did you come across?

How effective were the tools you used to edit the poster? Did the sticky notes stay where you placed them? Can the highlighter be removed or edited once on the paper?

Can the group go back to their poster and make the changes you have suggested on the original copy?

Would someone else be able to recognise the part of the poster that you edited?

What might you do differently next time?



Starting Up: Open Google Drive

Can you remember which online cloud storage service you are using?

Can you remember how to login to your Google Account?

Google Account

Can you remember how to navigate to Google Drive?



X

Can you remember where to find a file that has been shared with you?

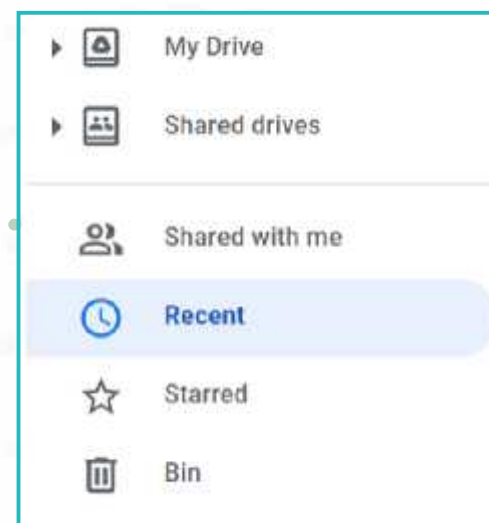
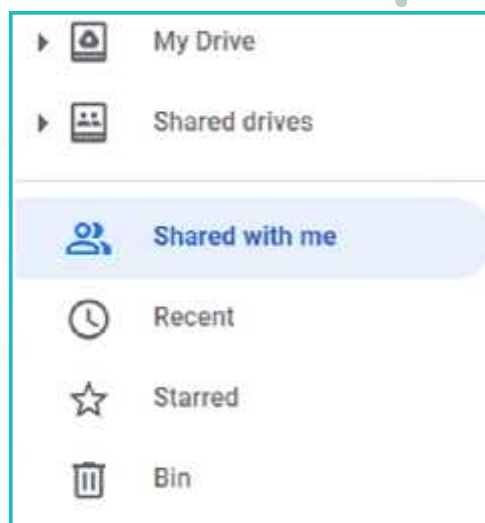
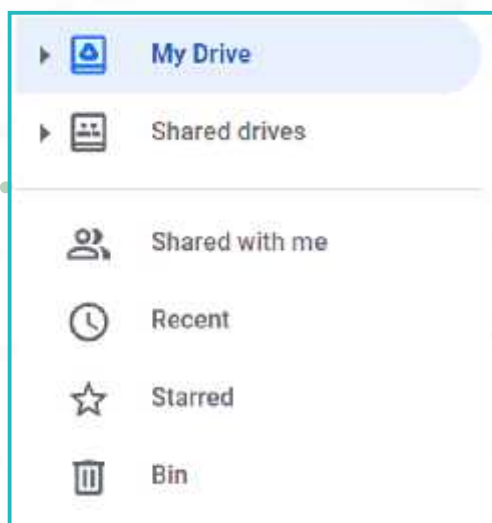




Starting Up: Open an Existing File

Once you have opened up your Google Drive, open the 'All About Our School' poster you and your group worked on in the previous lesson.

Do you remember where to find the document?
Have a look in these locations:



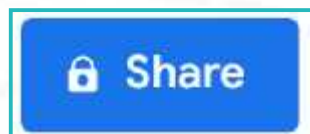


Starting Up: Share a File

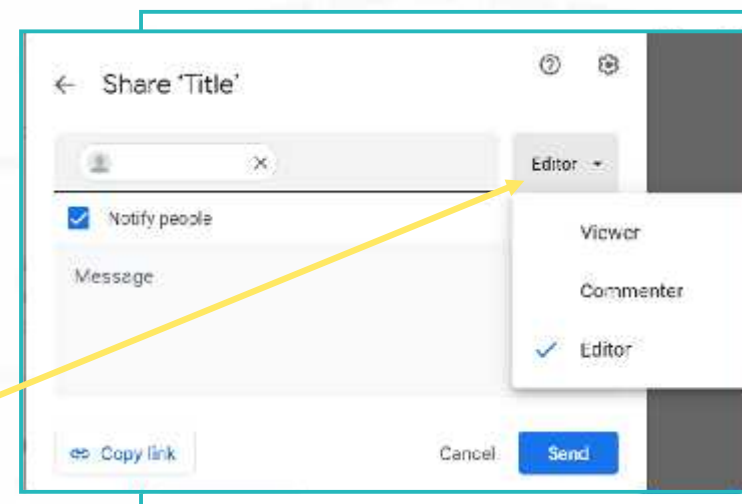
Once you have opened the poster, you must now share your document with a member of another group. Each member of your group can share the file with an individual member of the other group and the other group will do the same with you.

Your project leader might need to rename the file of your poster to include your names before sharing with the other group.

Why do you think this could be needed?



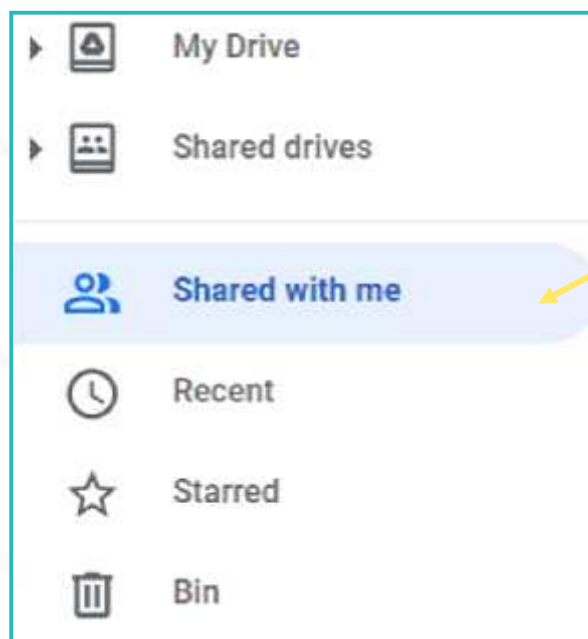
Which option will you need to choose if you would like to collaborate with someone on the document?





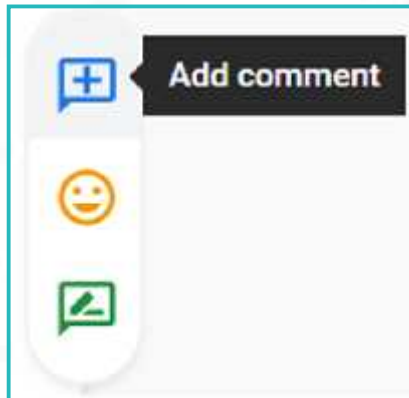
Starting Up: Open Shared Files

Once a member of another group has shared their document with you, you may receive an email to inform you about it. Alternatively, you can find any documents that have been shared with you in your Google Drive.



Time to Edit: Comments

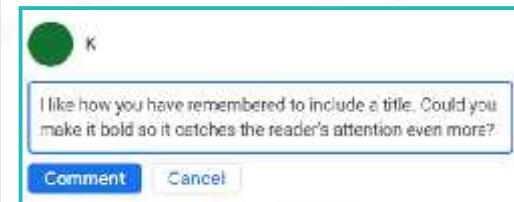
When in **Editing** mode or **Suggesting** mode, a tool which allows you to add comments is available.



Once you have highlighted a specific area, you can select the **Add comment** option and a comment box will appear. This allows you to write your comments in the box. The text will also appear highlighted to indicate that a comment has been added for that specific text.

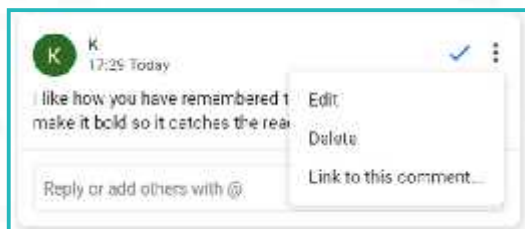
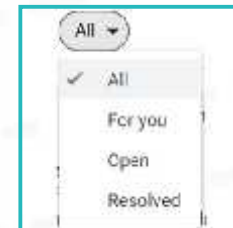
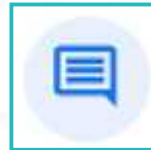
All About Our School Poster by Sally, Victoria, Gema and Carlos

You can tag a specific person by using the @ symbol to add their name to the comment or you can just leave a comment without doing so.



Time to Edit: Comments




Other collaborators can reply to the comment below. Once the comment has been discussed, it can be marked as resolved. This means that the comment will be hidden away as it has been addressed. Resolved comments can still be accessed through the comments history icon. You can reopen them if you need to.



There is also an option to edit the comment using the **Edit** button. This can be used to change your comment. You can also delete the comment. If the comment is deleted, it will not be visible in the comments history.

Time to Edit: Editing



-  **Editing**
Edit document directly
-  **Suggesting**
Edits become suggestions
-  **Viewing**
Read or print final document

Editing mode allows you to edit the document directly.

This means that you can make changes which amend the document as you go along.

The changes can be viewed in the version history.

Version history

All versions

TODAY

- ▶ 23 June, 16:44
Current version
- ▶ 22 June, 10:54

All About Our School

Show changes

When looking at the version history, if you select **Show changes**, the changes will be coloured and highlighted. Each collaborator's name will appear next to a coloured dot and the sections on the document that they worked on will be highlighted in that colour.



Time to Edit: Suggesting



Suggesting mode allows you to suggest possible changes to the document. These changes are added as a suggestion and do not change the original document. The writer can then choose to accept or reject the suggestions.

This means that you can edit the document without changing it until you have approval. This way, you are providing a preview of what the changes might look like before they are approved.

- Editing**
Edit document directly
- Suggesting**
Edits become suggestions
- Viewing**
Read or print final document

All About Our School by Sally, Victoria, Gema and Carlos



All About Our School by Sally, Victoria, Gema and Carlos

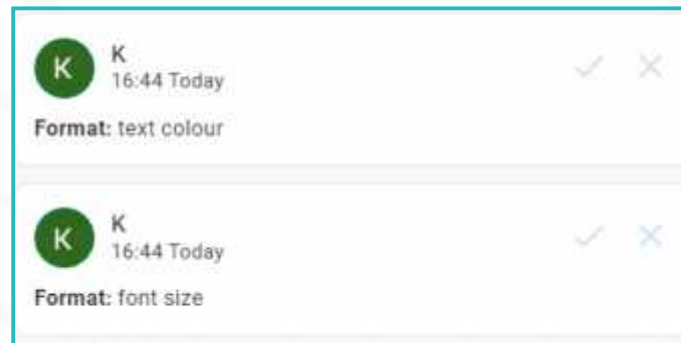
When adding suggestions, these are indicated by a coloured marker alongside a comment box with the exact suggestion that has been made. When viewing the document as a whole, the suggestions will be in a different colour within the text.

Time to Edit: Suggesting



If a suggestion involved deleting some text, then it will appear with a strikethrough.

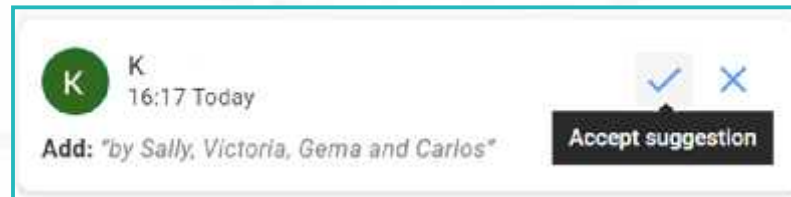
All About Our School ~~Poster~~ by Sally, Victoria, Gema and Carlos



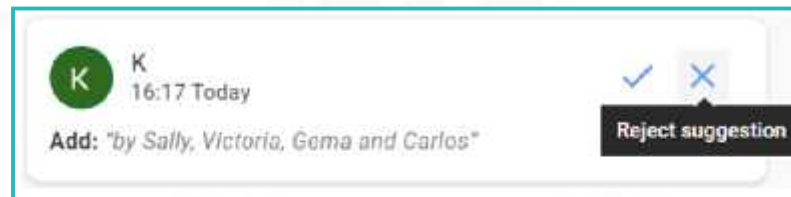
You can also suggest formatting changes, such as font size or text colour. These will also appear with suggestion boxes, detailing the change.



Time to Edit: Suggesting



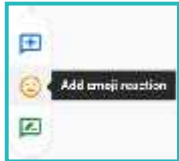
If the writer likes a suggestion, they tick the **Accept suggestion** option. This will accept the suggestion and add the change to the original document. It will no longer be highlighted as a suggestion but will now be part of the text.



If the writer disagrees with a suggestion and they do not wish to include it, they can cross the **Reject suggestion** and the suggestion will be removed.



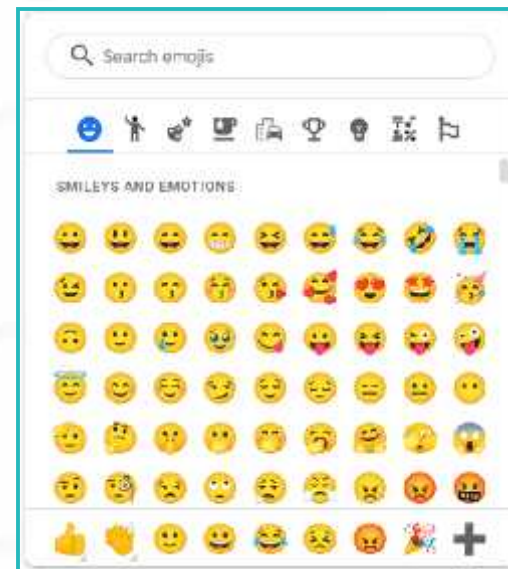
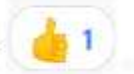
Time to Edit: Emojis



When in **Editing** mode or **Suggesting** mode, a tool which allows you to **Add emoji reactions** is available.

Once you have highlighted a specific area, you can select the **Add emoji reaction** option and select a relevant and appropriate emoji. The text with the emoji reaction will be highlighted.

All About Our School Poster by Sally, Victoria, Gema and Carlos

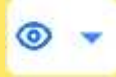


X

What is meant by a 'select a relevant and appropriate emoji' ?



Time to Edit: Viewing



Editing

Edit document directly



Suggesting

Edits become suggestions



Viewing

Read or print final document



Viewing mode only allows you to view the document. No editing, changes or suggestions can be made.

Why might someone use **Viewing** mode?





How Well Can You Edit Collaboratively?

You will be working in the same groups you worked in for the **Collaboration Challenges**.

You will be collaborating online to edit another group's 'All About Our School' poster.



You must open the shared document from the other group and plan who will edit which section.

Then, using the **Editing Collaboratively Activity Sheet**, you must all work together to collaboratively edit the poster, completing the tasks on your activity sheet.

Can you remember what you will be looking out for when editing?

Editing Collaboratively: How Did You Do?



Now that you have had a chance to collaborate online to edit another group's 'All About Our School' information poster, think about these questions:

What was it like to all edit the other group's poster together and at the exact same time online?

How did collaboratively editing online make things easier compared to earlier, editing directly on paper with pens, pencils, highlighters and sticky notes?

Which tools and options did you like using the most when editing online?

Which editing process is easier and more efficient and why? The offline process or the online process?

How would someone else be able to recognise the part of the poster that you worked on?

Rules for Success

Thinking about how you worked collaboratively online with your group, what rules do you think are important to follow when working with others online in this way?

Discuss with your partner and decide on three rules for successful online collaboration.

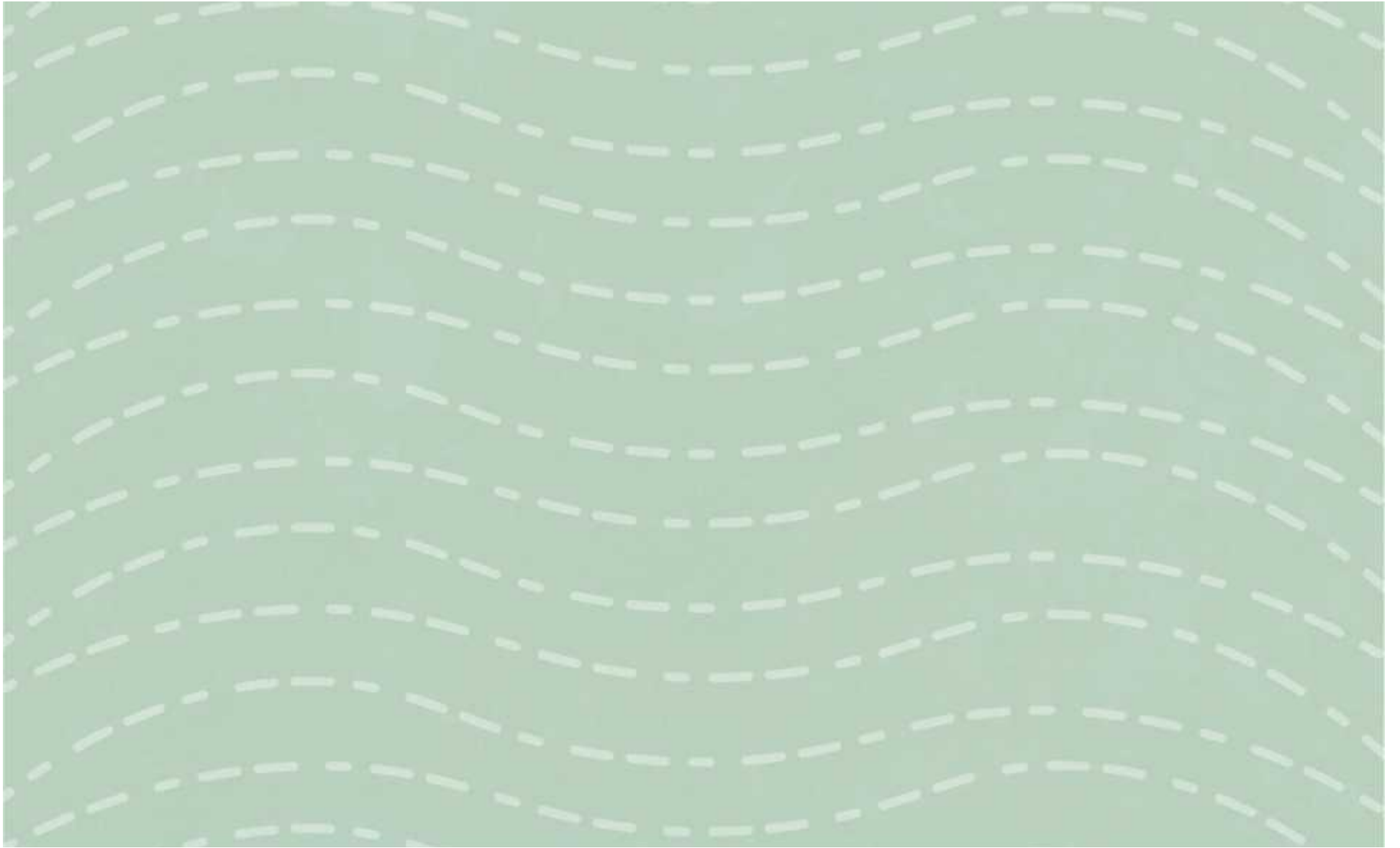


Aim

- To know how to use collaborative tools online to contribute to others' work.

Success Criteria

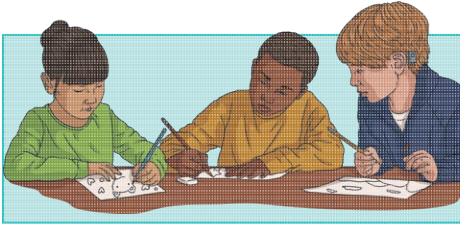
- I can open and access a shared document.
- I can offer suggestions when working collaboratively online.
- I can identify rules for successful online collaboration.



Editing Collaboratively

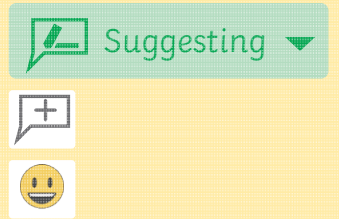
To know how to use collaborative tools online to contribute to others' work.

You are editing another group's 'All About Our School' poster. Once you have planned which section you will be editing, you must make sure you are in **Suggesting** mode.



Tasks:

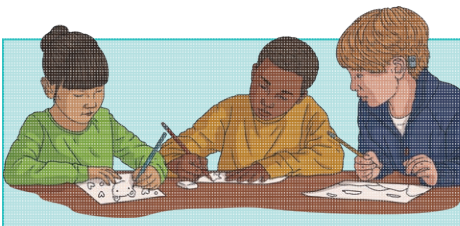
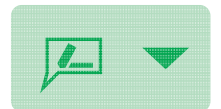
- Make at least one suggestion.
- Add a comment.
- React using an emoji.



Editing Collaboratively

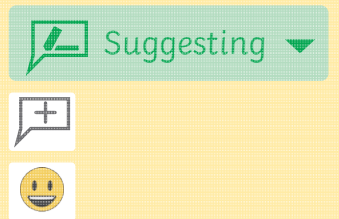
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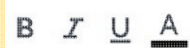
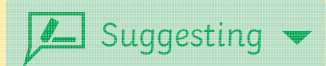
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Tasks:

- Make at least two suggestions.
- Add a comment.
- React using an emoji.
- Make a format change suggestion, such as font size, font colour, or making the font bold.



Editing Collaboratively

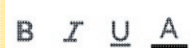
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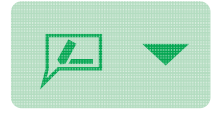
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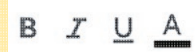
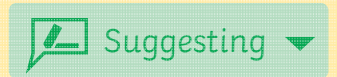
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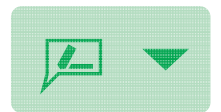
- Make at least three suggestions.
- Add a comment and tag the writer in the comment.
- React using an emoji.
- Make two format change suggestions, such as font size, font colour, or making the font bold.



Editing Collaboratively

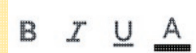
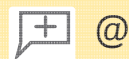
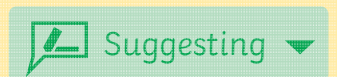
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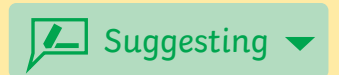


You are editing another group's 'All About Our School' poster. Once you have planned which section you will be editing, you must make sure you are in **Suggesting** mode.



Tasks:

- Make at least one suggestion.
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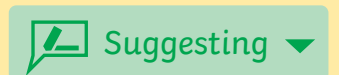


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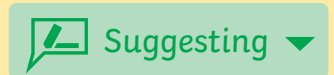


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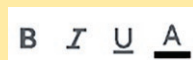


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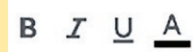
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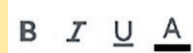
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Communication and Collaboration | Collaborative Comments

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Communication and Collaboration | Collaborative Comments

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Communication and Collaboration: Collaborative Comments

<p>National Curriculum Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Aim To know how to use collaborative tools online to contribute to others' work.</p>		<p>Lesson Duration It is estimated that this lesson will take approximately 60 minutes.</p> <div style="text-align: right;">  </div>
<p>Success Criteria I can open and access a shared document. I can offer suggestions when working collaboratively online. I can identify rules for successful online collaboration.</p>	<p>Key Vocabulary Collaborate, cloud storage service, document, editing, file, suggesting, viewing, share, comment, resolve.</p>	
<p>Resources Lesson Pack</p> <hr/> <p>Children's posters from the previous lesson PC devices, such as laptops, Chromebooks and/or tablets Pens or pencils Highlighters Sticky notes</p>	<p>Preparation _____ as required</p> <p>Collaborative Comments Lesson Presentation (Google version) - as required Collaborative Comments Lesson Presentation (Microsoft version) - as required</p> <p>We advise you to choose the presentation that fits with the operating system you are using.</p> <p>Differentiated Editing Collaboratively Activity Sheet - one per child</p> <p>Access to Google Drive - as required Access to Microsoft OneDrive - as required</p> <p>In order to gather valuable data about how effective this unit has been and how much your children have understood the topic, we recommend completing the _____ at the end of this lesson.</p>	

Prior Learning: Children should be confident and efficient in logging into their school accounts and accessing the files within their Google Drive/OneDrive account.

Learning Sequence:

	<p>Remember It: Using the Lesson Presentation, use the questions to discuss what the children did in the previous lesson and what they can remember.</p>	
	<p>Collaboration Challenge Part Two: Ask the children to return to the groups they worked with in the previous lesson. The paper-based posters the children worked on in the previous lesson will need to be swapped with another group. Each group will need the same coloured pens or pencils to write with, the same coloured highlighters and the same coloured sticky notes. Using the Lesson Presentation, discuss the task. The children will be editing the other group's poster, making changes and suggestions for improvements. Using the Lesson Presentation, discuss what they may need to look out for when editing. It is recommended that children should be given a short amount of time to complete this task. You may wish to use the Classroom Timer. Using the Lesson Presentation, discuss how the children found the challenge, using the questions to prompt the discussion.</p>	
	<p>Starting Up: Use the Lesson Presentation to recap how to: open Google Drive/OneDrive; open an existing file; share a file and open a shared file. It is recommended that the children use their device to follow along and complete each step in conjunction with the relevant presentation slides. Can the children explain how to open a file that has been shared with them?</p>	

	<p>Time to Edit: Using the Lesson Presentation, explain the various features available to collaboratively edit a document. The following slides explain comments, editing, suggesting/reviewing and viewing options. It might be useful to show a demonstration alongside the explanations so children can see what is being explained in context and in real-time. What is meant by a 'select a relevant and appropriate emoji'?</p>	
	<p>How Well Can You Edit Collaboratively?: Using the Lesson Presentation, explain to the children that they will be collaborating together to edit the shared document. Give the children some time to decide and allocate sections to edit. Using the differentiated Editing Collaboratively Activity Sheet, the children should complete the tasks and collaborate online to edit the other group's information poster.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 376 566 571">  <p>Children will work within their group to complete the editing tasks, including one sentence change suggestion, add a comment and use an emoji.</p> </div> <div data-bbox="614 376 965 600">  <p>Children will work within their group to complete the editing tasks, including two sentence change suggestions, add a comment, use an emoji and make a format change suggestion.</p> </div> <div data-bbox="1005 376 1380 622">  <p>Children will work within their group to complete the editing tasks, including three sentence change suggestions, add a comment and tag the writer, use an emoji and make two format change suggestions.</p> </div> </div>	
	<p>Collaborating Online: How Did You Do?: Using the Lesson Presentation, discuss how they found the task of collaboratively editing online in comparison to the earlier challenge. Use the questions to prompt the discussions.</p>	
	<p>Rules for Success: Using the Lesson Presentation, children should discuss what rules or guidelines we may need to adhere to when collaborating with others online. It is important to discuss how our behaviour online is no different to our behaviour offline. Children might mention the rule: If you wouldn't say it offline, you shouldn't say it online.</p>	

Exploreit

Editit: Similar to the task in the lesson, using their device, the children can work in pairs or groups to edit a document created by a partner. They should use the tools explored in the lesson.

Quizit: Using the [Knowledge Organiser](#), ask the children to create a Communication and Collaboration Quiz to test a partner's knowledge on the unit.

Colourit: Children could work in groups or as a class to complete this

Assessment Notes:

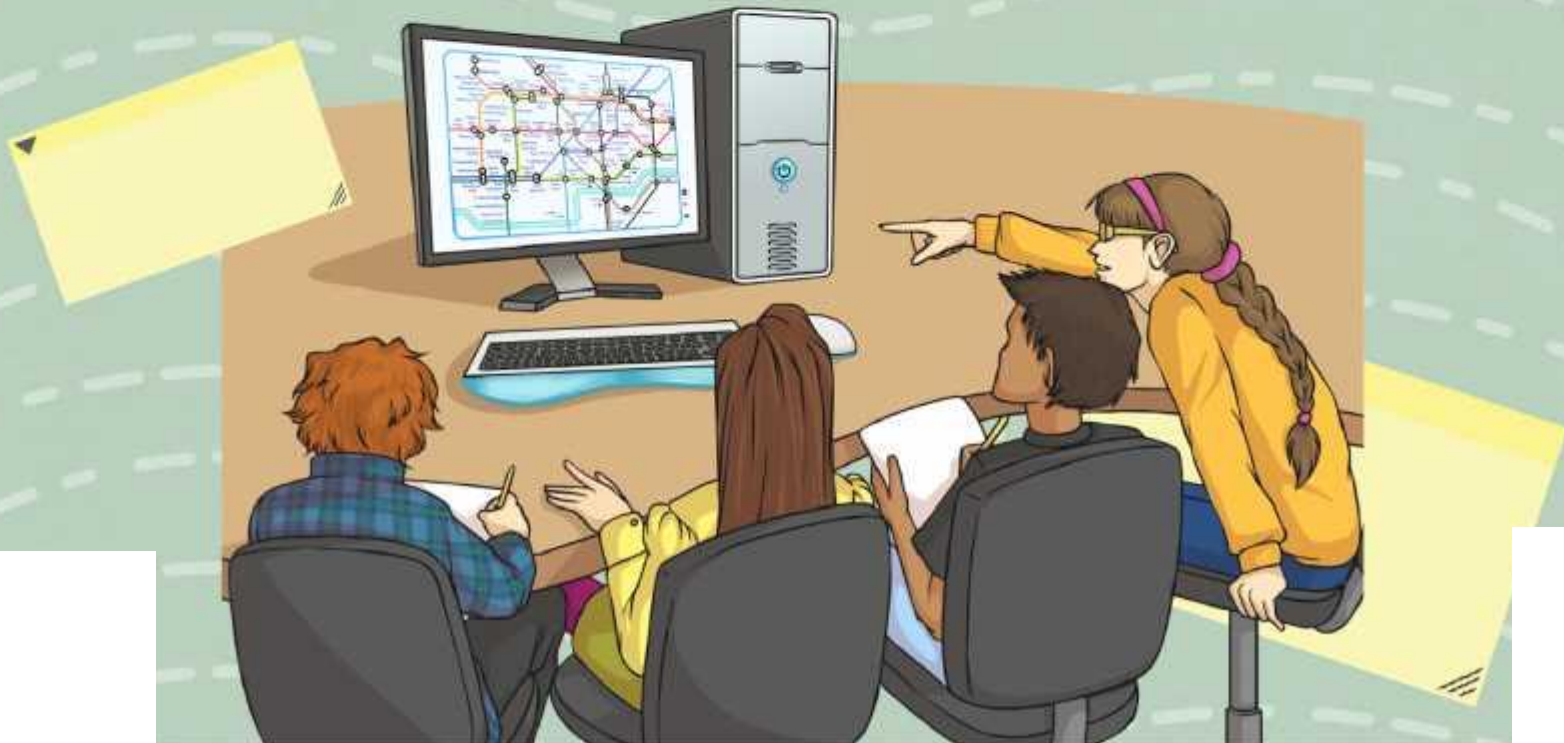


Computing

Communication and Collaboration

Collaborative Comments

Microsoft Version



Question Marks

**This is Quizby.
He is a question mark who
loves to ask questions.**



When you see a question mark icon like this in the **Lesson Presentation**, it can be clicked on to reveal one of Quizby's questions.



The questions that appear next to these question marks will help you to think about the key learning throughout the lesson.

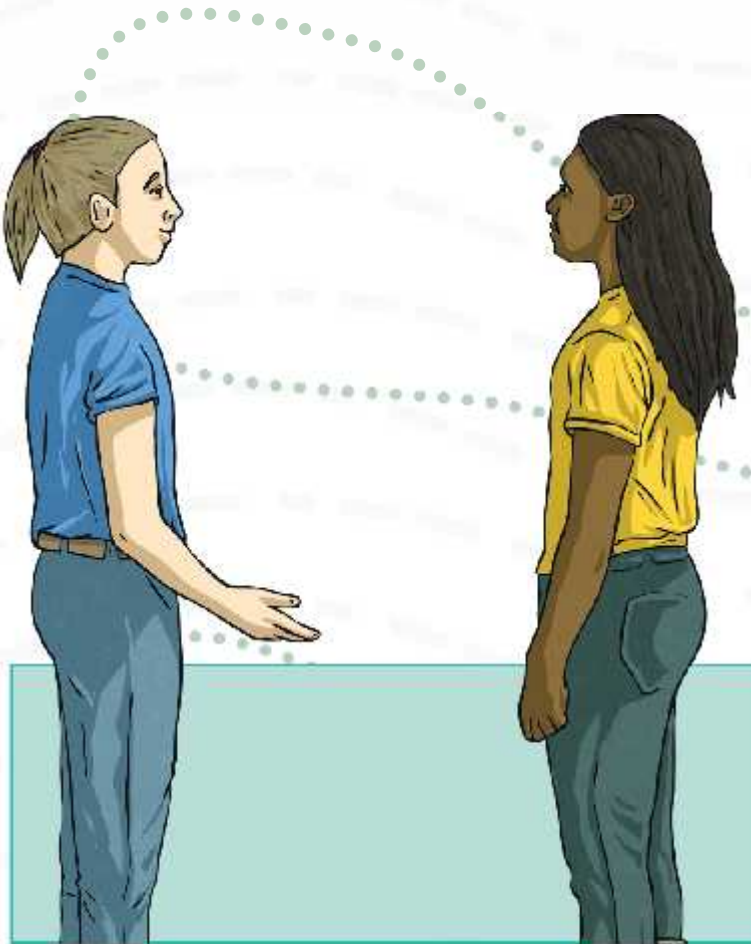
Aim

- To know how to use collaborative tools online to contribute to others' work.

Success Criteria

- I can open and access a shared document.
- I can offer suggestions when working collaboratively online.
- I can identify rules for successful online collaboration.

Remember It



Discuss these questions with a partner.

Can you remember what online collaboration is?

How did you collaborate online in the previous lesson?

What software and tools did you use to do this?

Collaboration Challenge Part Two

In the last lesson, you worked in small groups to complete the Collaboration Challenge. You created an information poster titled '**All About Our School**'.

But... you guessed it! There are some rules you must follow.



For the **Collaboration Challenge Part Two**, your group will swap your information poster with another group. Once swapped, you must collaborate with your group to edit the other group's poster. You will be given pencils, highlighters and sticky notes.

- You must **all** edit the poster at the **exact same time**.
- Within your group, you must **all** use the **same coloured pen or pencil**, the **same coloured highlighter** and the **same coloured sticky notes**.
- You are allowed to highlight/write **on** the poster as well.

Collaboration Challenge Part Two

What will you need to look out for when editing the other group's poster?

spellings

punctuation

grammar

presentation

making suggestions for improvements

Can you think of anything else?



Collaboration Challenge Part Two: How Did You Do?



Now that you have had a chance to collaborate and edit the poster, have a think about these questions:

What was it like to edit the poster together all at the same time?

What difficulties did you come across?

How effective were the tools you used to edit the poster? Did the sticky notes stay where you placed them? Can the highlighter be removed or edited once on the paper?

Can the group go back to their poster and make the changes you have suggested on the original copy?

Would someone else be able to recognise the part of the poster that you edited?

What might you do differently next time?



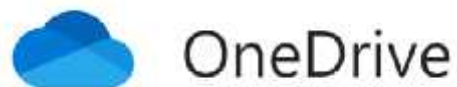
Starting Up: Open OneDrive

Can you remember which online cloud storage service you are using?

Can you remember how to login to your Microsoft account?



Can you remember how to navigate to OneDrive?



X

Can you remember where to find a file that has been shared with you?

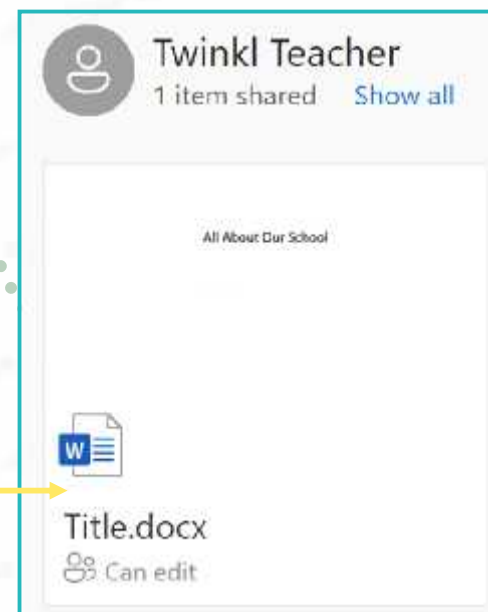
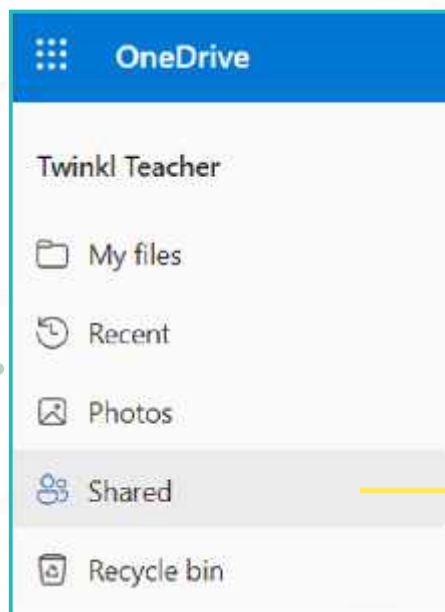




Starting Up: Open an Existing File

Once you have opened up your OneDrive, open the 'All About Our School' poster you and your group worked on in the previous lesson.

Do you remember where to find the document? Have a look in here:





Starting Up: Share a File

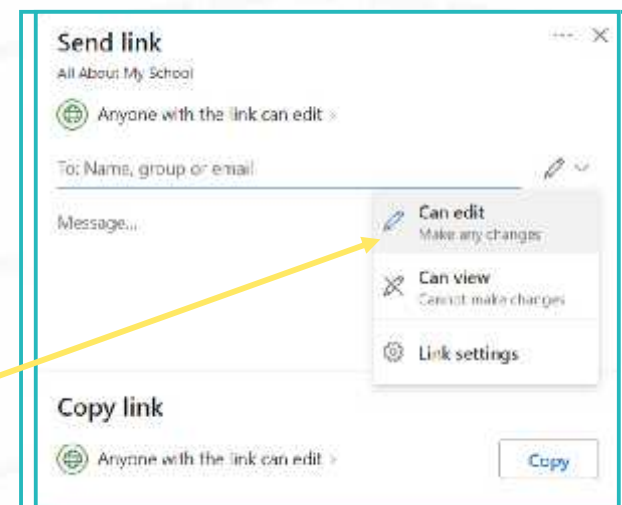
Once you have opened the poster, you must now share your document with a member of another group. Each member of your group can share the file with an individual member of the other group and the other group will do the same with you.

Your project leader might need to rename the file of your poster to include your names before sharing with the other group.

Why do you think this could be needed?



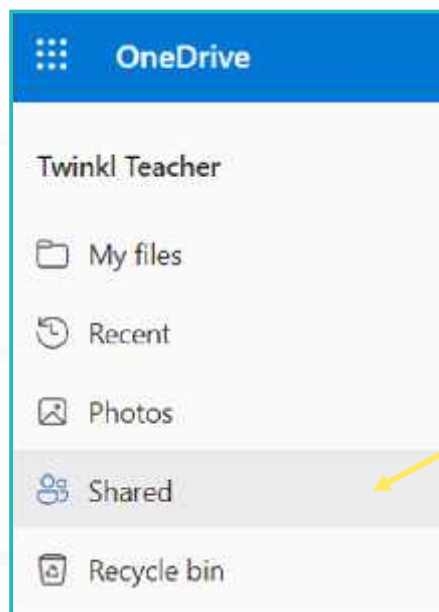
Which option will you need to choose if you would like to collaborate with someone on the document?





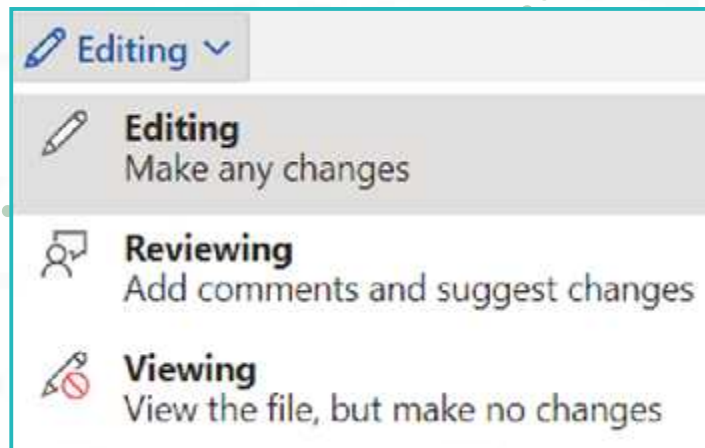
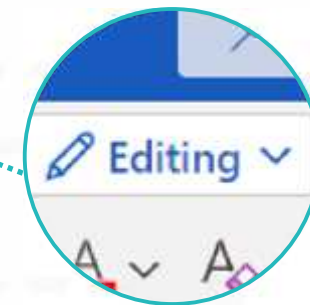
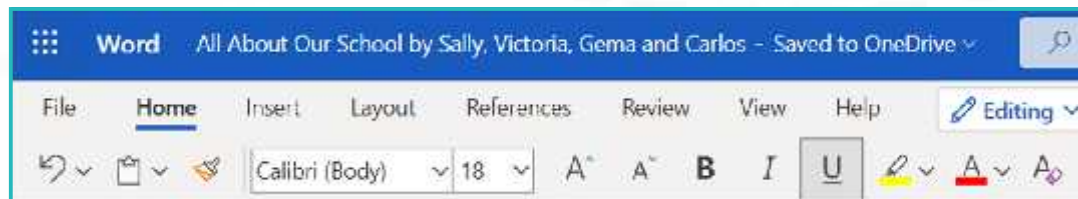
Starting Up: Open Shared Files

Once a member of another group has shared their document with you, you may receive an email to inform you about it. Alternatively, you can find any documents that have been shared with you in your OneDrive.



Time to Edit

There are a number of tools that are available which allow us to collaborate with others when editing documents.



There are three modes available:

Editing



Reviewing



Viewing

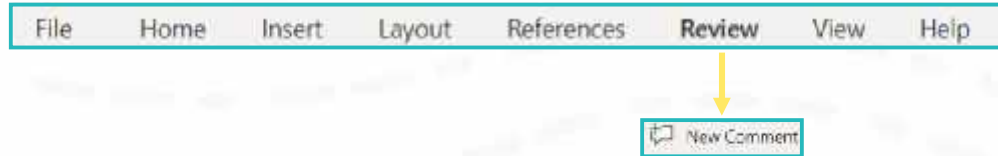


Time to Edit: Comments

When in **Editing** mode or **Reviewing** mode, a tool which allows you to add comments is available. This can be found in the **Review** tab across the top.



Ctrl + Alt + M will also open a new comment box.



Once you have highlighted a specific area, you can select the **New Comment** option which will appear once you hover over the text. Once selected, a comment box appears which allows you to write your comment. The text will also appear highlighted to indicate that a comment has been added for that specific text.


All About Our School Poster by Sally, Victoria, Gema and Carlos

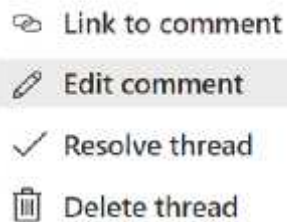
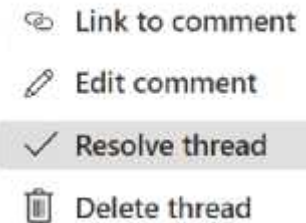


You can tag a specific person by using the @ symbol to add their name to the comment or you can just leave a comment without doing so.

Time to Edit: Comments

Other collaborators can reply to the comment below.

Once the comment has been discussed, it can be marked as resolved. This means that the comment will be hidden away as it has been addressed. 



There is also an option to edit the comment using the **Edit comment** button. This can be used to change your comment.

You can also delete the comment. If the comment is deleted, it will not be visible in the comments history.

Selecting the **Show Comments** option will open up a **Comments** history bar in which you can keep track of all the comments on the document. Resolved comments can also be accessed through the **Show Comments** option.



Time to Edit: Editing



	Editing Make any changes
	Reviewing Add comments and suggest changes
	Viewing View the file, but make no changes

Version History

Show Changes

> Monday, 14:10	...
Current Version	
> Monday, 13:41	

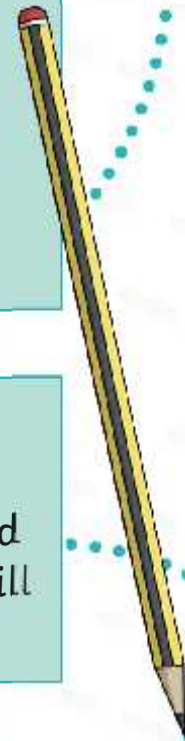
All About Our School

Editing mode allows you to edit the document directly.

This means that you can edit the document, making changes which amend the document as you go along. This mode is used when writing the document or making changes directly.

The changes can be viewed in version history. Can you remember how these changes can be viewed in version history?

When looking at the **Version History**, each collaborator's name will appear next to a coloured dot to show which version they worked on. If you select **Show Changes**, the changes will be coloured and underlined.



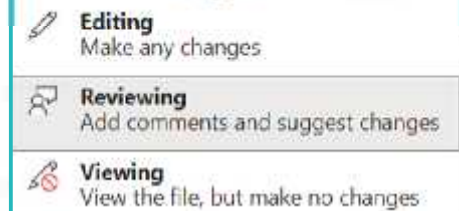
Time to Edit: Reviewing



Reviewing mode allows you to suggest possible changes to the document. These changes are added as a suggestion and do not change the original document. The writer can then choose to accept or reject the suggestions.

This means that you can edit the document without changing it until you have approval. This way, you are providing a preview of what the changes might look like before they are approved.

When adding suggestions, these are indicated by a coloured marker alongside a comment box with the exact suggestion that has been made. When viewing the document as a whole, the suggestions will be in a different colour within the text.

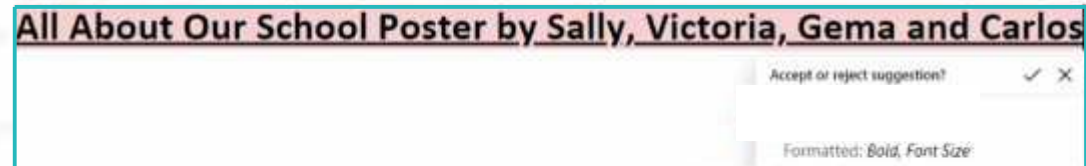
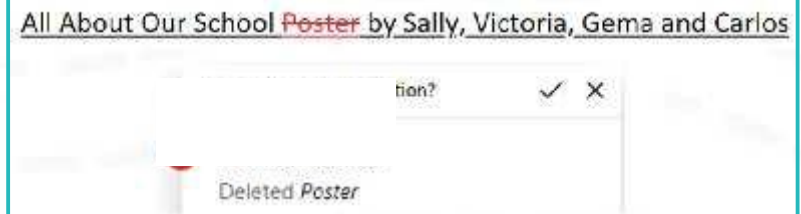


All About Our School Poster by Sally, Victoria, Gema and Carlos

Time to Edit: Reviewing



If a suggestion involved deleting some text, then it will appear with a strikethrough.



You can also suggest formatting changes, such as font size or text colour. These will also appear with suggestion boxes, detailing the change.



Time to Edit: Reviewing



All About Our School Poster by Sally, Victoria, Gema and Carlos

Accept suggestion ✓ X

Deleted Poster

If the writer likes a suggestion, they tick the **Accept suggestion** option. This will accept the suggestion and add the change to the original document. It will no longer be highlighted as a suggestion but will now be part of the text.

All About Our School Poster by Sally, Victoria, Gema and Carlos

Reject suggestion ✓ X



Deleted Poster

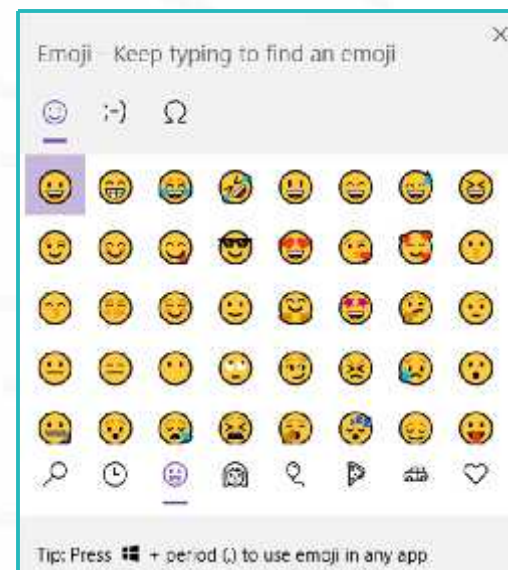
If the writer disagrees with a suggestion and they do not wish to include it, they can cross the **Reject suggestion** and the suggestion will be removed.



Time to Edit: Emojis

When in **Editing** mode or **Reviewing** mode, you can add an emoji to the comments box.

Once you have highlighted a specific area, you can open a **New comment** box. Press the  key and the  key to open the **Emoji** menu option and select a relevant and appropriate emoji.



X

What is meant by a 'select a relevant and appropriate emoji' ?



Time to Edit: Viewing



Editing

Make any changes



Reviewing

Add comments and suggest changes



Viewing

View the file, but make no changes

Viewing mode only allows you to view the document. No editing, changes or suggestions can be made.

Why might someone use **Viewing** mode?





How Well Can You Edit Collaboratively?

You will be working in the same groups you worked in for the **Collaboration Challenges**.

You will be collaborating online to edit another group's 'All About Our School' poster.



You must open the shared document from the other group and plan who will edit which section.

Then, using the **Editing Collaboratively Activity Sheet**, you must all work together to collaboratively edit the poster, completing the tasks on your activity sheet.

Can you remember what you will be looking out for when editing?

Editing Collaboratively: How Did You Do?



Now that you have had a chance to collaborate online to edit another group's 'All About Our School' information poster, think about these questions:

What was it like to all edit the other group's poster together and at the exact same time online?

How did collaboratively editing online make things easier compared to earlier, editing directly on paper with pens, pencils, highlighters and sticky notes?

Which tools and options did you like using the most when editing online?

Which editing process is easier and more efficient and why? The offline process or the online process?

How would someone else be able to recognise the part of the poster that you worked on?

Rules for Success

Thinking about how you worked collaboratively online with your group, what rules do you think are important to follow when working with others online in this way?

Discuss with your partner and decide on three rules for successful online collaboration.

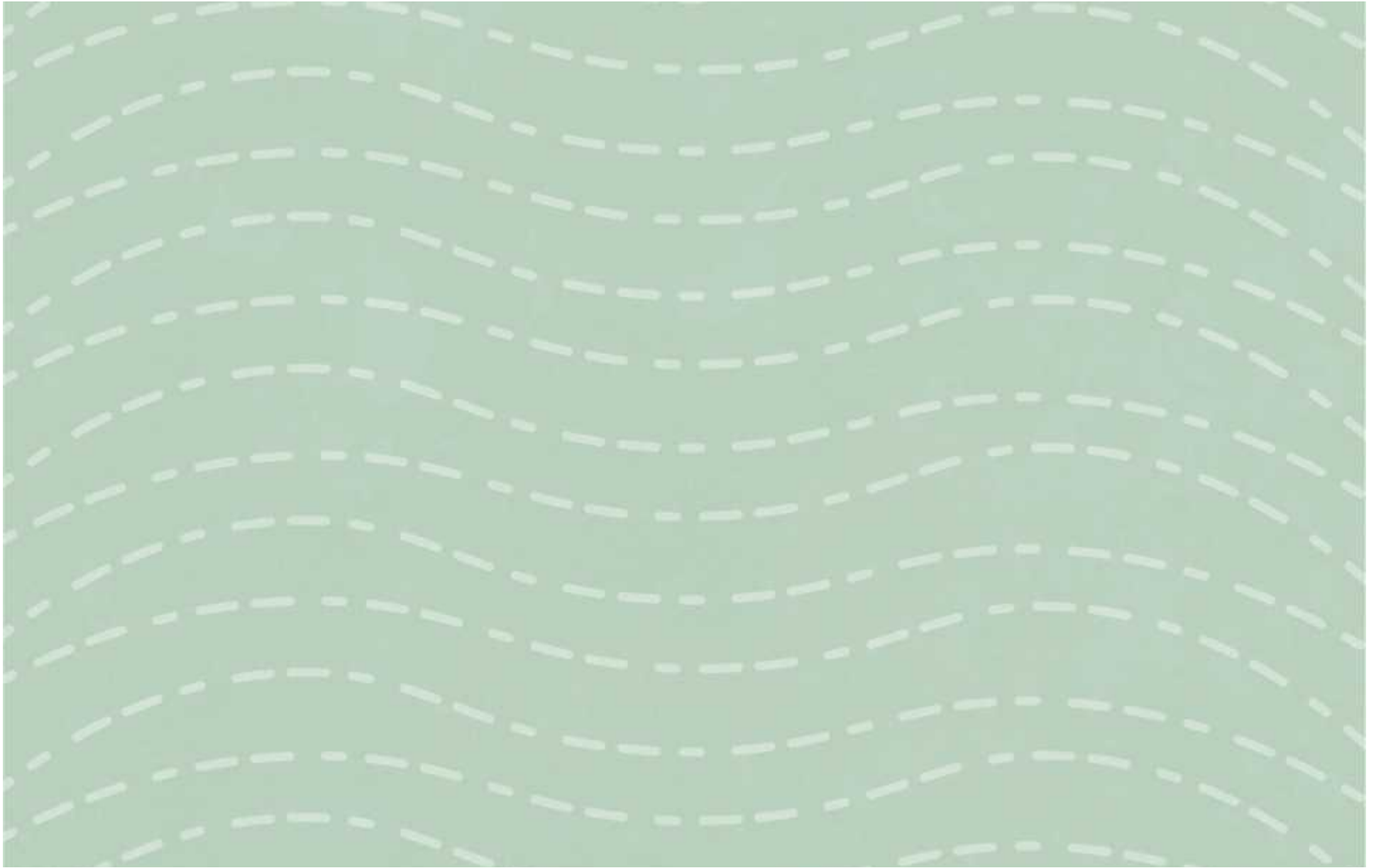


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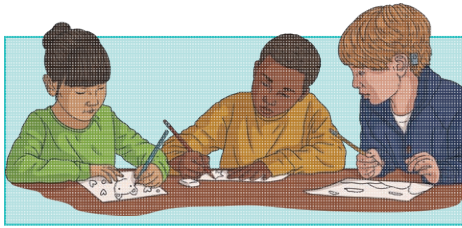


Editing Collaboratively

To know how to use collaborative tools online to contribute to others' work.



You are editing another group's 'All About Our School' poster. Once you have planned which section you will be editing, you must make sure you are in **Reviewing** mode.



Tasks:

- Make at least one suggestion.
- Add a comment.
- React using an emoji.

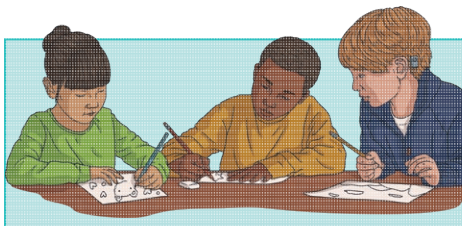


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- Make at least two suggestions.
- Add a comment.
- React using an emoji.
- Make a format change suggestion, such as font size, font colour, or making the font bold.



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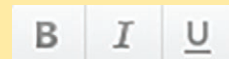


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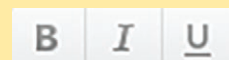


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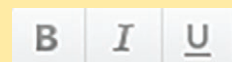


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