

Think Outside the Box: 5 Activities You Can Facilitate with Collaborize Classroom™

1. Collaborating:

Challenge-Based Learning Teams can use the online classroom site to complete the following:

- Identify an environmental issue on campus that needs to be addressed. Brainstorm a list of at least 5 environmental issues as a group, then vote using the **Multiple Choice** question type to determine which issue the majority of group members want to focus on for the project.
- Explain the problem and how it is negatively impacting our school. Discuss the various effects of this environmental issue on the school using **Vote or Suggest** question type.
- Research this environmental issue then share and discuss best resources using the **Forum** question discussion. Once your group has found 5 credible sources, use the **Multiple Choice** question type to vote on the 3 strongest resources for teacher review.
- Design a realistic, student-led solution for addressing this problem. Each team member should propose a thoughtful solution using the **Yes/No** question type. Members should vote to determine which solutions are realistic ("yes") and which are not possible ("no"). The outcome of these discussions should drive the final proposal.
- Create a tangible solution that can be implemented and documented. Use the **Vote or Suggest** question type to have discussions as you work on fine-tuning your solution.
- Prepare a video, PowerPoint, webinar, etc. to present your project to the class and school community for feedback! Use the attachment feature to post the final project to a **Vote or Suggest** question for the rest of the class to view and provide feedback on.

* *Note: You can also use the **Yes/No** question type of have the class vote on the final project to evaluate if they feel this student led solution would solve this environmental problem on campus.*

2. Debating:

*High school campuses should be cell phone free zones. Should cell phones be allowed on high school campuses? How does cell phone use negatively impact student performance? What rights are violated if students are not allowed to use their cell phones on campus? Take a stance on this issue by **voting yes or no on the issue**, present three strong points that support your position, and address one strong counter argument in your posting. Once you have submitted your posting, read and respond to one student with whom you agree and one student with whom you disagree. Back up all of your statements with evidence to strengthen your position. The outcome of the class voting and discussion will be discussed further next class.*

* *Note: After discussing the results of the online voting and discussing the issue further, it might be valuable to conduct a second vote to see if any students were persuaded to change their position after the online and in class discussions.*

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3. Hypothesizing/Experimenting:

Given our discussion on genetics, identify an aspect of genetics that mystifies you. Generate a hypothesis about an observation you have made that you would like to test. Design an experiment that will effectively test this hypothesis. Post your hypothesis and experiment proposal for peer evaluation using the **Vote or Suggest** question type. You will receive feedback on both aspects of your posting. In turn, you will need to comment on, ask questions about and provide feedback for your peers.

4. Critiquing/Judging:

Read the article, "Spilled Oil", from the June 28, 2010 issue of *The New Yorker*, then identify and evaluate the bias [def: a particular tendency or inclination, esp. one that prevents unprejudiced consideration of a question]. What is the bias present? Where does this bias stem from? How does this bias impact the way the content is presented? Was your impression of the oil spill, BP's financial responsibility or President Obama's handling of the crisis influenced by this bias? Is it possible to avoid bias in writing? Your posting should thoroughly discuss the presence and effect of bias in this article. You will need to post at least 3 responses to critiques submitted by your peers. The facilitator can use the **Yes/No** question type to allow students to vote on whether they believe there was bias or not. The **Vote or Suggest** question type could also be used to allow students to complete this activity.

5. Annotating/Commenting:

Read Chapter 3 "Columbus, the Indians, and Human Progress" from Howard Zinn's *A People's History of the United States* and annotate the reading. Did the information on Columbus and his discovery of North America surprise you? How is the portrait of Columbus painted in Zinn's book different from the traditional view of Columbus perpetuated in traditional history books? Explain this difference using your annotations to support your ideas. After posting your thoughts on this reading, respond to at least 2 of your peers. Facilitator can use the **Yes/No** question type to allow students to vote on whether the information surprised them or not. The **Vote or Suggest** question type could also be used to allow students to complete this discussion.

Catlin Tucker is an English teacher at Windsor High School and has worked in Sonoma County for nine years. She currently teaches 9th and 10th grade English and has previously taught 11th grade Advanced Placement English. She also teaches online college research writing courses through Axia College.

Catlin earned her B.A. in English Literature from the University of California, Los Angeles and her Single Subject English Credential and Education Masters from the University of California, Santa Barbara. Her Masters in Education focused on creating and maintaining a safe space in the classroom to lower the affective filter and create a more supportive and effective learning environment.

She is currently part of the Collaborize Team, designing resources for the education market.

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