


Web 2.0 Applications to Enhance Collaborative Writing


Session Sponsored by the Capital Area Writing Project

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NC ETA Fall Conference, November 2nd, 2:45-3:45pm



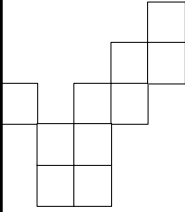
Overview

- describe free Web-based applications students can use to engage in collaborative writing activities
- share examples from our students' work with collaborative wikis and concept maps
- introduce a wealth of additional tools empowering students to share in the co-authoring of online letters, scrapbooks, virtual trails and more




Defining Web 2.0

- Web 1.0, first-generation Web, content designed and delivered by a few individuals and agencies (top-down)
- Web 2.0, second-generation Web, also called the "read-write" Web, content co-designed and delivered by multiple users (bottom-up), using tools such as blogs, wikis, and podcasts



Collaborative Wikis

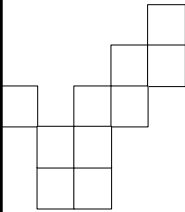


What is a Wiki?

- **Wiki-wiki** is the Hawaiian word for quick.
- A **wiki** is a website based on **fact** that allows multiple users to collaboratively create and edit pages at anytime from anywhere.



pbwiki
Make a free wiki as easily as a peanut butter sandwich.

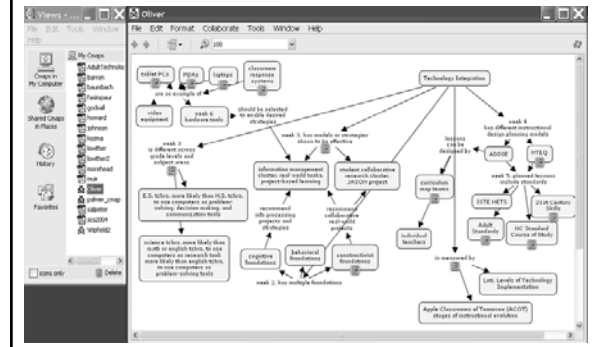


Collaborative Maps

Collaborative Mapping: Cmap

- <http://cmap.ihmc.us/>
- student folders created on a Cmap server (can be password protected)
- students download Cmap Tools to their desktop, which allows them to connect to their folder on the server for map-building activities
- Cmap supports attachment of resources to map nodes (images, hyperlinks, articles, etc.)
- Cmap is "Web 2.0" because students can co-edit an online map space, either synchronously with live chat or asynchronously with embedded discussion boards

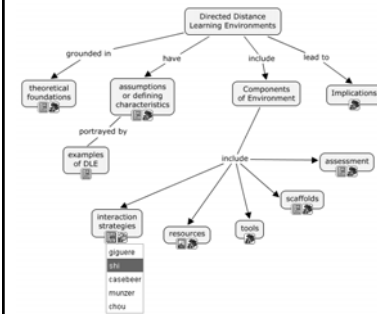
Cmap Tools Interface



Writing Tie-In's: Prewriting

- students can use their map to develop an outline for writing a research paper
- tool supports integration of e-resources directly in the map space (i.e., hyperlinks, PDF articles), so students can build a virtual bibliography of references they'll draw on to write

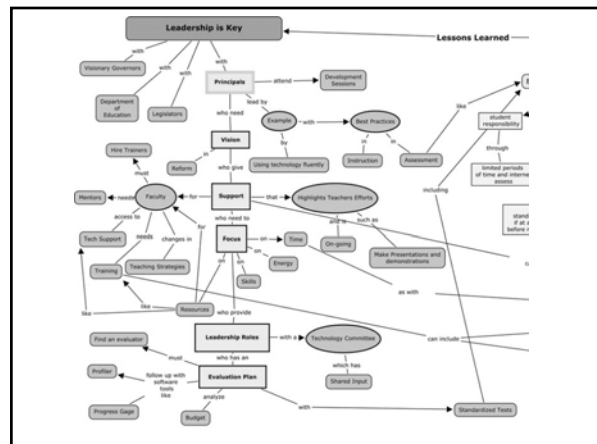
Writing Tie-In's: Prewriting



this map was used by multiple authors to outline a research paper with attached PDF articles (references) and discussion board threads to discuss the sections of the article

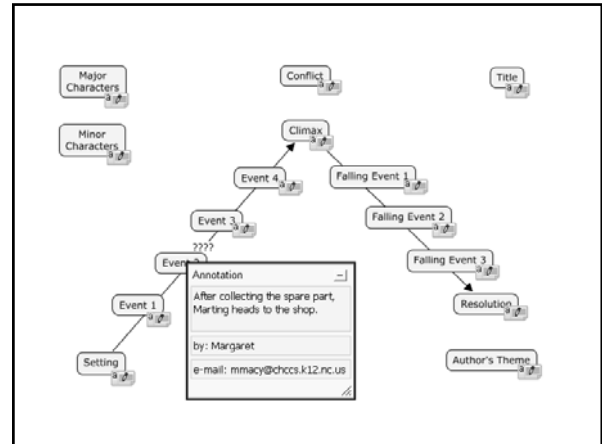
Writing Tie-In's: Prewriting

- students in technology integration class prepare an open-ended map that details influencing factors on technology integration drawn from readings (both enablers and barriers)
- students then use their maps to develop a written technology plan with five primary goals (e.g., professional development, leadership)
- each goal includes strategies, indicators, and benchmarks, as drawn from details represented in the map space



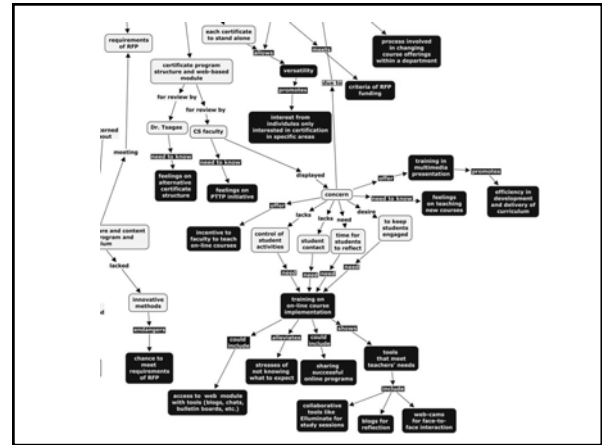
Writing Tie-In's: Prewriting

- a map can also include placeholders for students to complete a story map
- server-based maps support collaborative planning; multi-class, multi-school
- Cmap annotation feature supports note taking or writing associated with a concept



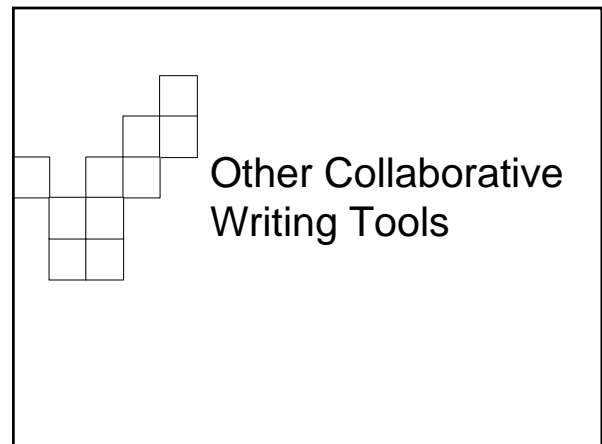
Writing Tie-In's: Revising/Editing

- instructional design class uses the ID CaseBook
- students use Cmap to first represent the known details of different cases (black boxes and text)
- then, students use Cmap to recommend solutions for the problems represented in the case (blue boxes and text)



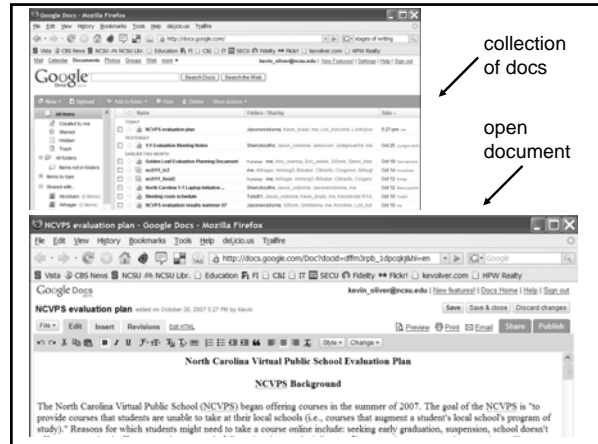
Writing Tie-In's: Revising/Editing

- my students use maps to propose extensions to and solutions for existing cases
- your students could use maps to propose extensions to books they've read; predict the next chapter, write a new ending, etc.
- your students could also be tasked with revising, editing, or adding to other students' outlines
- writing-in-the-round, each student contributing one step to the story



Google Docs

- <http://docs.google.com/>
- free online word processor
- enter email addresses to share a private document with a designated group
- edit synchronously or asynchronously
- track changes
- insert comments--good for reviewing
- publish final draft to a shareable URL

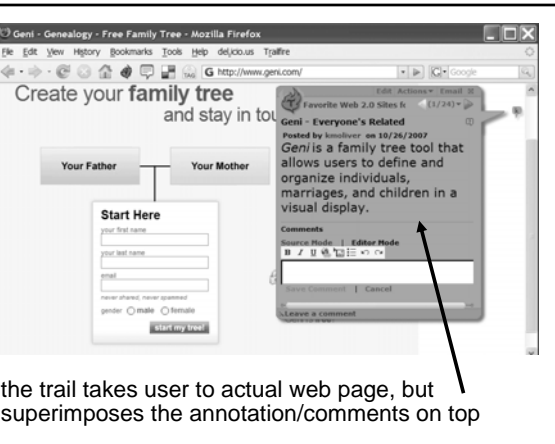
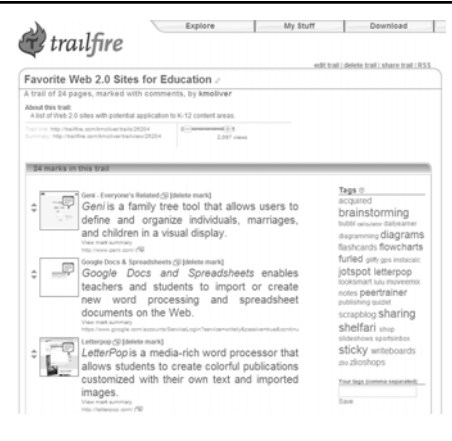


Trailfire



- <http://trailfire.com/>
- resource collection tool that allows a user to string together a series of Web pages on some topic (continental drift, global warming)
- students can use the tool to capture online "evidence" for an argument or theory they are trying to support (racism on the Supreme Court)
- students can annotate saved pages with summaries or reflection questions for others
- peers viewing an existing trail can leave comments or answer posted reflection questions

trailfire interface where new trail marks are added and annotated



the trail takes user to actual web page, but superimposes the annotation/comments on top


VoiceThread




- <http://voicethread.com/>
- tool for orally or textually annotating visual material




VoiceThread



- great way for students to collect oral histories, or reflect on digital/historical archival material




VoiceThread



- students can post original imagery or art work and use the tool to tell stories they have written
- likewise, teachers can post an image and use it as a reflection tool
- multiple users can reflect on or annotate a posted image
- supportive of strategies like synectics where an image is used for analogical thinking



ScrapBlog



- <http://scrapblog.com/>
- scrapblog allows users to create multimedia scrapbooks using pictures, video, audio, and text
- templates and graphics libraries available to mimic real scrapbooks
- students can capture their own imagery or use teacher images in reflective writing activities



Post a Comment

About this Scrapblog

Created By  kevinoliver

So Many Tools, So Little Time...

- WriteWith, <http://www.writewith.com/>
- WriteBoard, <http://writeboard.com/> collaborative writing, editors
- PlotBot, <http://www.plotbot.com/> collaborative screen writing, editor
- Story of My Life, <http://www.storyofmylife.com/> personal history, can include files/pictures

