Creating Learning Networks for African Teachers

UNESCO PROJECT (Contract No. 408.302.9)

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COLLABORATIVE PROJECTS

What is telecollaboration?
(or you can use this Powerpoint Presentation).

In dealing with this aspect we shall consider telecollaboration along the general perceived meaning and later we shall consider our own meaning that will be professionally relevant to us to help us teach and learn better.

General definition
Telecollaboration comes from the terms:

Presentations
Spreadsheets
Databases
Word
Processing
Html Editors

Pedagogy & Internet

E-mail
Listservs
WWW
Collaborative
Projects

Managerial

use of ICT

Mail Merge
School Budget
Grade Book

Telecollaboration comes from the terms:

Tele - distance or distant
Co - together
Labour - work

We could say these are programs or projects that involve working together to learn with the factor of distance not affecting our work.

We teach and learn by
Using resources that are distant
Work with students who are distant
Work with teachers who are distant
Work with educators and resource people who are distant

Benefits

The Internet enables us to become part of an online community and enables both learners and teachers transcend geographical barriers and enhance equity in information access. This can be achieved through telecollaboration.

Objective

Infrastructure Guide

To discover strategies of integrating the internet into the classroom to improve the process of learning

Project classification

There are a variety of ways these projects can be classfied, but the characteristics followed during the process have a lot of similarity. These include:

Exchange of information: collecting information, solving a problem in the community etc..
The nature and method of communication: by e mail, bulletin boards, real-time chatting, or video conferencing?
The end product or result: change in society, publication or mentoring?

Types of telecollaborative projects

This is a classfication done by somebody. It is possible to do the classification differently as long as the criteria are consistent.
1. Interpersonal exchanges.
2. Information collection projects.
3. Problem solving projects.

1. Interpersonal exchanges:

(i) Keypals: This is of the easiest ways to get your student involved in email based projects. Students are partnered with another person, usually another student, in an information age takeoff on the old penpal activity.

Basic implications and applications:
- It has a geographical or cultural element: languages arts, social science, geography
- It exposes students to different perspectives: all disciplines.
- It improves communication skills: language arts, and helping students acquire life-skills.

(ii) Cultural exchanges: In this activity, kids have an opportunity to collaborate directly with students, groups of students, or entire classrooms partner with students from other cultures. Although this activity usually focuses on the differences between the cultures, the most successful cultural exchanges demonstrate a true respect for the cultures and a greater understanding of our communities.

Basic implications and applications:
- Creates cooperate learning which encourages active engagement

by the students in learning, hence building critical skills obtained by working directly with other people from other places and cultures.
- Addresses issues of difference and diversity lesson plans, also addresses a global concern

2. Information collection projects

Students have an opportunity to collaborate directly with an expert in a field of study or someone with a specialized knowledge. At times it may even occur with schools and students which have advanced systems in specific disciplines.

Basic implications and applications:

- It's used when students need specific information that is not available from their current pool of resources.
- It helps teachers answer questions outside their field of experience.
- Improves communication skills: language arts, and helping students acquire life-skills.

3. Problem solving projects

It deals with solving real world problems. Students link up with students in other locations to discuss a prevailing problem in relation to their location and come up with solutions that can be used to overcome the problem.

Learning to learn: students work in depth on a problem and learn what is needed to solve a problem or complete a project.

Lifelong learning: this type builds learning experiences through research that can be used also in a lifetime experience.

Active learning: it involves gathering of information and data, exploring, creating, experimenting, physical manipulation of things as well as organising information which can be accessed to people from the real world.

Improves communication skills: language arts, and helping students acquire life-skills.

Some types of telecollaborative project initiatives

Learning through connectivity:

- Key pals or e pals

- Key pals or e pals
- Global classrooms
- Ask an expert
- Electronic chats

- Video conferencing
- Learning through Online resources
- Information collection
- online field trips
- Learning by being involved
- Electronic publishing
- Information exchanges
- impersonation
- Learning to learn
- Problem solving activities
- Social action projects
- Learning through connectivity

-Key pals or e pals:
This is comparable to pen pals, here students learn together and about each other 's environment or schools through e-mail exchanges.
What is the best way to handle e pals? Should it be individual

students to individuals or group to group?

- Global classrooms:
Two or more classes located anywhere can study a common topic and share their learning.
Current issues e.g. Environment, School policy world disasters; democracy, etc can be interesting topics

- Ask an expert
Specialists in various fields can make themselves available to students via the Internet for consultation.
There are examples, which include Ask Dr. maths. Dr physics, Dr. geology.
This process may also involve tele-mentoring where an expert somewhere mentors a learner or a group of learners through the Internet.

- Information exchanges:
Data can be collected from multiple sites and analysed in some or many classrooms collaboratively. Students can gather facts or

statistics of stories in information exchanges.
Several classes spread all over the world can contribute and compile games, stories, folk tales, music or issues of common interest etc…

- Online field trips (virtual field trips):
This may involve students following an expedition e.g. the expedition to the North Pole or the Mir expedition, where students can view the activities going on at the Mir space station. Students get information without actually visiting these places.

- Electronic publishing:
There are many electronic newspapers where students can publish their articles.
A group of students could collaboratively pubic an electronic magazine which they could later print and the articles could be collected by telecollaboration over the Internet.

-Virtual events:
Students participate in an activity could submit their results to a larger audience through the internet, this can help to overcome isolation of some rural schools.

-Impersonation:
Students can use connectivity to imitate real situations.
They could hold mock debates and mock elections. The virtual
enterprise program is used to teach and learn business. This was
initiated in the Kern high school district in California.

-Social action projects:
Students can focus on a real life problem rather than the
technology used to communicate. Here the Internet truly becomes
a tool for learning. Students may electronically brainstorm over
important issues and act together to solve the problem.
Examples could include: the wetlands project, waste management
project, African refuge project, street children, child abuse.

Previous: WWW

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PEDAGOGY AND INTERNET

E-MAIL

Email is one of the most powerful Internet technologies because it involves two-way communication. It is very fast, cheap and global. You can attach any computer file to an email message. You can

send things like scanned images, assignments, sound and video clips etc. Sending an email to the other side of town or to the other side of the globe costs the same.

What do you need for email?

- A computer connected to the Internet
- An email account (personal or for an organisation). You can get an email account from an Internet Service Provider (ISP) or a free Web-based one from some sites on the Internet

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a free web-based one from some sites on the internet.

Examples of sites which provide free email addresses include
Hotmail.com (http://www.hotmail.com)
Yahoo.com (http://mail.yahoo.com)

Free Email (http://sitefreenet.virtualave.net/free_email-a-c.htm)
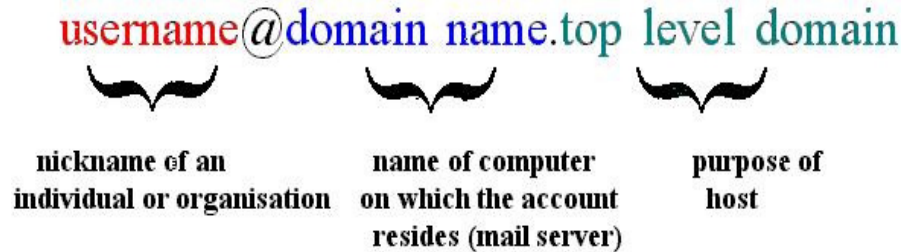Free email address is waiting for you!!.

Choose from over 200 different free email servers.

Access any of the above sites and fill a registration form for your free email addresses

- An email address of somebody you want to communicate with.
- You may need an electronic mail software (eg. Pine, Eudora).
- A reliable telephone line and a fast modem if you are using a dail-up connection to the ISP.
- Communication software TCP/IP. This software lets your computer "talk" to other computers on the Internet.

Parts of an email address

Email addresses typically have three main parts:

username@domain name.top level domain

| nickname of an individual or organisation | name of computer on which the account resides (mail server) | purpose of host |

Example : **dmusoke@yahoo.com**

READ AS: **dmusoke [AT] yahoo[DOT] com**

The top-level domain indicates the purpose of the host.

Top-level domain name	Purpose of host

domain name	
.com	a business or commercial enterprise (trying to make money)
.ac	an academic instutition or a university
.edu	host is an educational institution
.org	a non-commercial organisation
.mil	military
.net	for network(ISP)
.gov	government

For email addresses outside the United States, there is often a [DOT] followed by two letters representing the country.

Example :   dmusoke@macos.ac.ug
READ AS: dmusoke[AT] macos [DOT] ac [DOT] ug

Country-codes	Country
.ca	Canada
.au	Australia
.nz	New Zealand
.ug	Uganda
.uk	United Kingdom
.za	South Africa

Why would a teacher want to use email?

Email allows teachers and students to:

- **Exchange personal communication with friends and colleagues throughout the world who are working on the same topic and share strategies, ideas, insights and even frustrations.**
- **Share text files such as lesson plans, lesson notes,**

examination papers, marking schemes, schemes of work and syllabi. These files are sent as email attachments.

When teachers and students use their international connections, the teaching and learning content becomes current and goes a long way breaking the professional isolation inherent in our schools.

- **Communicate with subject matter experts (SMEs) and professionals in virtually any field. Not only can such communication provide answers to questions that may be beyond the realm of teacher's knowledge, but it provides students with practical examples of how their learning in the classroom applies to the real world.**

Ask an expert

Email gives you an opportunity to contact people who specialize in certain curriculum or topic areas.
Web sites offering e-mail links to Subject matter experts

engaged in field work or research.

Allexperts.com

http://www.allexperts.com
Ask any question!. Allexperts.com is the oldest and largest free Q&A service on the Internet

Ask an Expert
http://njnie.dl.stevens-tech.edu/askanexpert.html
This is a hotlist of several experts that you can ask about many different topics.

Ask Maths Questions
http://mathforum.org/dr.math
Submit your maths questions to Dr Maths.

Community Learning Network's Ask an Expert Hotlist
http://www.cln.org/int_expert.html

Connecting your students to an expert in the field is an excellent way of expanding their horizons, supplementing the curriculum with current information, and integrating Internet resources within your classroom. The sites on this page are links to experts in K-12 curricular related topics.

- **Subscribe to mailing lists (listservs) to engage in debates and discussions related to educational subjects.**
  Details on Listservs

- **Access webpages through email**
  (highly recommended especially for educators with poor connectivity).

  www4mail is a free service that allows you to navigate and search the whole Internet via electronic mail (e-mail), anywhere at any time free of charge.

  How to use www4mail?
  It is simple. Within the body of an e-mail message to: www4mail just specify the internet "address" of the web site(s)/pages you want to retrieve.

  To get help on how to use www4mail; send an email:
  To: **www4mail@wm.ictp.trieste.it**
  Body: **help**

Telecollaboration is communicating and working on a common project with other people in different locations of the world using technologies like email. Projects addressing problems of global concern like "street children", "children with AIDS", "Wetland management", HIV/AIDS are addressed.

Collaborative activities widen the scope of learning for students. Students learn to explore different topics of interest with other students all over the world, learn how to use

technology, learn how to share and exchange their ideas and hence enrich their learning experiences. In the process, they learn communication skills, work cooperatively, respect cultural differences and see themselves as part of the world community. All of which are skills needed for the workplace.

Teachers seeking other teachers for international & intercultural classroom partnerships for primary and secondary school levels.
http:/www.iecc.org

Online resources

Email Netiquette:
http://www.albion.com/netiquette/corerules.html

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Instructions

The candidate is advised to start with the simplest questions

Time allowed is 60 minutes

1 The existance of more people in an area than the available resources is called

A sparce population

B over-population

C under population

D dense population

---

2 Which of the following lakes in East Africa was formed as a result of lava damming?

A Bunyonyi

B Victoria

C Rukwa

D Natron

---

3 Temperature inversion in East Africa is mainly experienced in the

A Lake Victoria basin

	B	Kigezi highlands
	C	the coastal region
	D	Nyika plateau

4 Which of the following rocks are metamorphic?

	A	Basalt
	B	Sandstone
	C	Granite
	D	Marble

5 Agricultural production in East Africa can best be increased by

	A	employing more labour
	B	acquiring more capital
	C	improving the roads

| D | stabilizing agricultural prices |

---

6 Soda ash in East Africa is obtained from lake

A	Magadi
B	Mburo
C	Turkana
D	Rukwa

---

7 Which of the following best represents natural vegetation zonation on Mt. Kilimanjaro ?

A	Savannah, forests and moorland
B	Forests, savannah and moorland
C	Moorland, savannah and forests
D	Savannah, moorland and forests

---

8 Over-fishing on Uganda's lakes has mainly resuted from

	A	increased demand for fish
	B	improved transport routes
	C	use of wrong nets
	D	improved fishing methods

9 Which of the following commodities are handled by the port of Mombasa ?

	A	Coal and coffee
	B	Crude oil and cement
	C	Cotton and wheat
	D	Sugar and pyrethrum

10 Diamonds in Tanzania are found in

| | A | igneous rocks |

	B	sedimentary rocks
	C	metamorphic rocks
	D	leached areas

---

11 The East African countries predominantly export

	A	fish products
	B	agricultral products
	C	mineral products
	D	forestry products

---

12 The high population density in Kabale district is mainly due to

	A	availability of food
	B	immigration from Rwanda
	C	high fertility rates

| D | land fragmentation |

---

13 The renewed erosive activity by a river is called

A	river regime
B	siltation
C	rejuvenation
D	hydrolysis

---

14 Lateritic soils in East Africa develop as a result of

A	sedimentation
B	exfoliation
C	leaching
D	water-logging

---

15 The instrument used to measure atmospheric pressure at a

weather station is called

	A	hydrometer
	B	barometer
	C	hygrometer
	D	anemometer

16 Ahero scheme in Kenya obtains its irrigation waters from river

	A	Nyando
	B	Sondu
	C	Gucha
	D	Nzoia

17 In which one of the following towns in East Africa is cement manufactured?

A   Lodwar
B   Mbale

C   Dodoma

D   Tanga

---

18 Mangrove forests in East Africa are found

A   along the coast

B   on mountain peaks

C   on Lake Victoria shores

D   in the Miombo woodlands

---

19 The greatest problem facing the fishing industry in East Africa is

A   low fishing population

B   limited market

| | C | poor fishing gear |
| | D | limited fish species |

---

20 Which of the following fish landing sites is found on Lake Edward ?

	A	Butiaba
	B	Musoma
	C	Rwampanga
	D	Rwenshama

---

21 Afforestation programmes in East Africa are mainly intended for

	A	conserving the environment
	B	promoting eco-tourism
	C	providing wood fuel

D increasing humus in the soil

---

22 River transport is not well developed in East Africa because most rivers have

A shallow valleys

B suspended boulders

C waterfalls

D meanders

---

23 The feature formed when a sheet of magma cools along a bedding plane is called a

A dyke

B laccolith

C batholith

D sill

24 In Tanzania, cattle ranching is mainly carried out around

	A	Mbeya
	B	Kongwa
	C	Songea
	D	Kigoma

25 North-Eastern Uganda is sparsely populated due to

	A	limited social services
	B	hostile tribes
	C	unreliable rainfall
	D	leached soils

26 Which one of the following mountains is a block mountain ?

	A	Kilimanjaro
	B	Rwenzori
	C	Elgon
	D	Kenya

---

27 The Kigezi highlands experience soil erosion because of

	A	land fragmentation
	B	cultivating steep slopes
	C	draining wetlands
	D	torrential rainfall

---

28 The seasonal changes in the volume of water in a river is called

	A	profile
	B	rejuvenation

| | C | watershed |
| | D | regime |

---

29 Coral reefs in East Africa grow

	A	in temperatures below 10 deg. C
	B	near river mouths
	C	in deep waters
	D	in salty waters

---

30 The major problems facing pastoralists in North-Eastern Uganda are

	A	tsetse flies and water shortage
	B	poor roads and pastures
	C	limited skilled labour
	D	its low grade

31 Coal in Southern Tanzania has not been mined due to

	A	low market demand
	B	poor transport system
	C	limited skilled labour
	D	its low grade

32 Wildlife conservation is mainly intended to

	A	minimize poaching
	B	attract tourists
	C	provide medicine
	D	modify climate

33 The transport sector in North-Eastern Kenya is poorly developed because the area is

	A	hilly and rugged
	B	tsetse fly infested
	C	under-populated
	D	unproductive

---

34 The most common method of fish preservation used on Lake Kyoga landing sites is

	A	Salting
	B	sun-drying
	C	freezing
	D	smoking

---

35 In East Africa, most game reserves are located in areas of

	A	low rainfall

B   high population

C   very fertile soils

D   rugged terrain

---

36 One of the natural resources in North Eastern Uganda which is developed is :-

A   minerals

B   wildlife

C   mountains

D   fertile soils - volcanic in nature

---

37 On which of the following mountains are glacial features found?

A   Mt. Kenya

B   Mt. Moroto

	C	Mt. Longnot
	D	Mt. Meru

---

38 The development of latenitic soils in central Uganda is a result of :-

	A	leaching
	B	erosion
	C	weathering
	D	decomposition

---

39 The North-Western shores of Lake Victoria experience a type of climate whicjh is :-

	A	warm and dry
	B	cool and wet
	C	cool and dry

| D | warm and wet |

---

40 The savannah woodlands of Central Tanzania have been used for :-

A	pastoral farming
B	commercial ranching
C	tourism and wildlife
D	bee keeping

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MAKERERE COLLEGE SCHOOL

GEOGRAPHY MOCK EXAMS, 2000
There are 35 compulsory questions
. Attempt all questions
Choose the correct answer

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LISTSERVS / MAILING LISTS

1. What is a listserv or mailing list?

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A listserv or mailing list is a list of e-mail addresses, to which message can be sent in a bulk-mailing fashion. A listserv is an online and extended conference where people of common interest (community of Interest) can discuss current issues of their areas of interest with large numbers of fellow members of the "***Community of Interest***".

A mailing list is a directory (list) of email addresses maintained by a computer.

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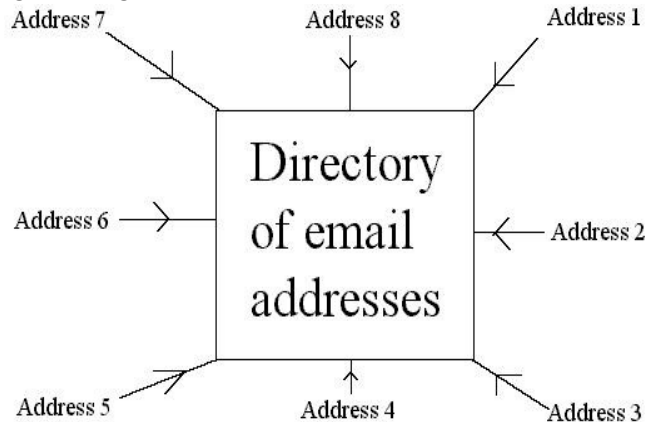
To add your email address to the directory you must join (subscribe to) the list.

2. Subscribing to a mailing list

To join a mailing list, you need to know:
(i)   the name of the list (listname).
(ii)   the email address of the computer that maintains the list.

In most cases,simply address an e-mail message to the computer

that maintains the list and type in the body.

subscribe **<listname> <your first & last name>**

After a moment, you will receive an automatic e-mail message from the computer welcoming you to the list and explaining how to complete your subscription and explaining some of the guidelines for participating in the discussion.

Example:

3. How a listserv or mailing list works

When any subscribed member sends an email to the list, it is automatically distributed to the entire list of subscribers. Those members who want to respond can reply to the email and the rest of the members can just "listen" i.e. without responding.

Any member of the list can send announcements, solicit help, give help, report successes, open discussions etc.

To send an email to the list, use the address of the list.

Note: The address of the list (used to send a message to other members) is different from that of the computer which maintains the list (used to subscribe to the list).

4. Educators and mailing lists

- Teachers can set up mailing lists for their classes. Such lists can be used for class discussions & assignments. Any student can ask help from classmates.

- Teachers/ Students can participate in discussions/debates with their colleagues /peers worldwide. They can ask for help from other members of their "community of interest". This greatly expands the human resources available to them.

5. Finding Mailing Lists or Listserv

(i)   By "word of month".

e.g. The mailing list for Uganda schools on the net is
worldschools@uol.co.ug

To subscribe, send a request email to the list moderator
cmusisi@uol.co.ug
To send a message to the list, use worldschools@uol.co.ug

(ii)   Using other mailing lists:

An excellent way to learn about mailing lists is through other
mailing lists.

Example: A mailing list called Net-happenings.

To subscribe, send an email
   TO: listserv@cs.wisc.edu
   Body: subscribe net-happenings <your first & last names>

e.g. If your name is John Okello.
   Screen shot
   TO: listserv@cs.wisc.edu

Body: subscribe net-happenings John Okello

(iii)   Using searchable databases of mailing lists e.g.
        Tile.net (http://tile.net/lists)

Steps:
Load http://tile.net/lists
Search by word e.g. Technology

(iv)   Using Search Engine:

Listservs
http://www.horseweb.com/links/listservs/index.htm

CataList Reference Site
http://www.lsoft.com/lists/listref.html by L-soft International
describes over 42,000 public lists.

Publicly Accessible Mailing List Page
http://palm.net/

Mailing list Netiquette (DOs and DONTs)

1. Carefully read the e-mail message that is sent to you upon joining a mailing list. It includes important information about the purpose of the list and the type of discussions that are allowed on the list. Please follow these guidelines.

2. Most people appreciate the benefit of using Internet to send valuable information to classrooms and are eager to help you. Do not hesitate to post questions for your class on a list as long as you feel it is within the guidelines of the list.

3. Whereas most people are eager to help, they are also busy. They won't appreciate receiving numerous postings that don't contribute to the lists goals or topics previously discussed.

- Check the achieves before posting a question. Most mailing lists maintain a web site for their achieves.
- Carefully word your question(s) so that you will get the most and best information. Make it short but precise.
- Identify yourself (personal and/or professional) and how to contact you.

- Promise something in return e.g. posting the results on a web site.

5. Only reply to those messages you can respond to positively otherwise only "listen" (read without responding).- see online resources.

Starting your own:

It can be a rewarding experience to assemble a community of interest.

Resources for moderators and facilitators of online discussion
www.emoderators.com/index.shtml
Provides a very good list of materials for prospective list owners.

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Educational listservs
http://www.cln.org/lists/home.html
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The primary focus of the Community Learning Network (CLN) is to help K-12 teachers integrate information technology into their classrooms.

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INTEGRATING THE INTERNET INTO THE CLASSROOM

The Internet offers a number of tools & technologies which students and teachers can integrate in the school curriculum so as to enhance the teaching and learning processes.
Included among the tools and technologies are:

- Email
- Educational Listservs
- The World Wide Web (WWW)
- Chat Rooms
  You can instantly contact other teachers from all over the world (chat with them whenever they are "online") to ask them for advice and ideas to help you plan your lessons.

- Multi-user Virtual Environment
  A multi-user Virtual Environment enables you to:

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- ○ Converse with others in real-time
- ○ Leave a message and documents for others to view later
- ○ View websites alone or with others
- ○ Teachers can meet and learn from each other
- ○ Teachers can collaborate and find high quality resourses

Try visiting TAPPED IN (http://www.tappedin.org:8000/)

Next: E-mail

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PEDAGOGY AND INTERNET

WORLD WIDE WEB (WWW)

The World Wide Web (WWW) is a digital library providing acccess to a wide range of information in the form of text, graphics, photographs, video and sound from throughout the world. The Web is a valuable research and resource tool for students and teachers. The World Wide Web allows teachers and students to:

1. Attend free or paid courses, online workshops and conferences

Examples:

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  [Netscape Composer](#)

- **Subject Specific Tutorials**
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  (http://www.cne.gmu.edu/modules/dau/)
  Math Refresher Probability & Statistics
  [Math (http://www.webmath.com)](#)
  Simplifying expressions, factorising polynomials,solving
  equations, quadratic equations
  [Chemistry Web Tutorials](#)
  (http://users.evl.net/~vklawinski/tutorial.html)   Interactive
  tutorials for various topics typically covered in a high school. A
  number of them have an audio accompanment.
  [Free Online Bible Study Lessons](#)
  (http://www.BibleStudyLessons.com/)
  [Learning English Online](#)(The Leo Lab)
  http://www.aec.ukans.edu/leo/class.shtml
  [Test your English Online](#)

Grade Book

Infrastructure Guide

http://www.edunet.com/english/practice/cesc/test.html
Free Math Tutor
http://www.fliegler.com/mathman.htm
Free Online Music Courses
(http://www.musictheory.halifax.ns.ca)
Art School Online
(http://www.angelfire.com/ar/rogerart/index.html)
Learn C++
(http://library.thinkquest.org/3074)
Acting Workshop On-line
(http://www.execpc.com/~blankda/acting2.html)
A Free Online GMAT Course
(http://www.execpc.com/~blankda/acting2.html)

- **Free educational software**
  Free Education Software
  (http://freeware.intrastar.net/education.htm)
  No shareware, just freeware. Of special interest to science teachers
  Classroom Management
  (http://www.thinkwave.com)

Hot Potatoes
(http://web.uvic.ca/hrd/halfbaked/)
Hot Potatoes is a freeware which includes six applications, anabling the user to create interactive multiple-choice, short answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises on the WWW.
Example
Software4win
(http://www.software4win.com)
Shareware and freeware archive for Windows. Software library...Utilities- Anti-virus utilities- Automation utilities- Backup utilities- Card and label makers utilities- Clipboard managers utilities.
Free downloads- CNET.com
(http://www.freeware.com)

- **Publish Students' and Teachers' Work (using free Web hosting services)**
  The Web offers students/teachers the opportunity to broaden the audience for their work beyond their immediate circle of schoolmates to include students and teachers from around

the world. Explore the following free Web hosting sites that enable students to publish their work on the Web.
[Angelfire](http://angelfire.lycos.com/)(http://angelfire.lycos.com/)
[Geocities](http://geocities.yahoo.com/home/) (http://geocities.yahoo.com/home/)
[Tripod](http://www.tripod.lycos.com) (http://www.tripod.lycos.com)
[Crosswinds](http://www.crosswinds.net) (http://www.crosswinds.net)

Examples
[Akadinda Cultural group](http://akadinda1.tripod.com)
(http://akadinda1.tripod.com)
[Introduction to Web Publishing](http://members.xoom.com/kakinda/kakinda/webpage-training.htm)
(http://members.xoom.com/kakinda/kakinda/webpage-training.htm)

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