

Title	Getting Mobilised
Summary / overview	This activity builds on the original <i>Getting Started</i> collaboration activity, and has adapted some elements to incorporate usage of mobile phones for communication between students and teachers in partner schools. Like <i>Getting Started</i> , this could be the first collaboration activity partner schools undertake together. It follows the initial setting up activities outlined in <i>Getting Started</i> and then outlines the first round of activities you can undertake with your partner school. Instead of relying on internet and email communications, the activities here rely on imaginative use of mobile phones! (More activities will be added to this collaboration activity in the coming weeks.)
Theme(s)	Establishing your relationship with your partner school and using available communication technologies, such as mobile phones, to make contact.
Objective(s)	Through the <i>Getting Mobilised</i> collaboration, partner schools will: <ol style="list-style-type: none"> 1. establish the ground rules for acceptable behaviour and safe and ethical use of mobile technology with their students 2. build on prior knowledge of their students and their partner school by having completed the early activities within the <i>Getting Started</i> project (particularly those activities for Weeks 1 - 4) and 3. begin collaborating and sharing information about each other using mobile technologies.
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading and Writing), Information and Communications Technology, Studies of Society and the Environment (History and Geography), Mathematics
Duration	4 - 6 weeks
Important considerations	Before you use mobile phones (or any type of mobile technology) with your students, there are several important things you need to consider: <ol style="list-style-type: none"> 1. Does your school have a policy towards use of mobile phones in the classroom? You will need to ensure that your school leaders understand your reasons for communicating with your partner school through mobile technology (such as unreliable internet connections) and also communicate these with your parent community. 2. Establish early on, what type of mobile phone functionality is available to teachers and students in both partner schools. For instance, SMS/texting should be available to all, but, do all the phones have the capacity to take photos or videos and send them? Do the service providers for the mobile phones allow users to send messages internationally? 3. Also, work out whether or not you will expect your students to use their own mobile phone, (or the school's or teacher's) and establish a system for monitoring and managing this. Remember, you could use the Student Management Team (if you have established one in your class) to help you. 4. Other potential issues such as privacy, appropriate communication, timing of communication and how much it might cost to send text/multimedia and video messages should be discussed and agreed upon before the first communications are made.

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	Getting Started: the first task for you and your partner school using mobile phones	<p>Creating a partner class profile Begin by working with your students to determine what sort of information they would like to find out about the class with which they are partnered and list these ideas on the board.</p> <p>The aim for this activity will be to develop a partner class profile that your students can then visually present in graphical form.</p> <p>What do your students want to know? Brainstorm with your students the information they want to find out about their partner class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ages <input type="checkbox"/> gender <input type="checkbox"/> cultural backgrounds <input type="checkbox"/> interests <input type="checkbox"/> hobbies <input type="checkbox"/> sports <input type="checkbox"/> music preferences <input type="checkbox"/> heights <input type="checkbox"/> transport <input type="checkbox"/> what they had for breakfast <input type="checkbox"/> how many in their family (etc) <p>Devising and conducting the survey For this activity, you will only need to use one mobile phone.</p> <p>You might spend a few minutes talking with your students about how to best manage this: listing the questions on the board and then deciding on which ones you want answered in the first round of texting, second and third (etc) rounds will help.</p> <p>You may choose to break the survey into several parts and send more than one SMS/text message. Plan how the sub-sections will be broken down and ensure your partner school teacher is clear about the size and structure of the survey you are going to send.</p> <p>Limiting your students to short 'batches' of one SMS at a time helps them to think carefully about how to communicate using the brief number of</p>	<p>Mobile phone text/SMS</p> <p>Your students may use computers and Excel to graph their survey findings</p>			<p>You need to have planned with your partner teacher when you expect to be sending / receiving these texts and whether or not you are hoping for a synchronous or asynchronous response. This will help you to manage your students' expectations: if you anticipate a response pretty quickly from your partner class, then this could be done in the one session. But if the class is not at school at the time of sending, it may take 24 hours + to get a response, so it is an activity that you will probably space over a couple of days. (For more information on this, see Weeks 6-8 in <i>Getting Started</i>).</p> <p>Ensure that all correspondence</p>

		<p>characters they can use each time and builds their ability to self-edit.</p> <p>Once all these decisions have been made, using the one mobile phone, create the text for the survey (you may allow particular students to write and send the texts, these could be students from your Student Management Team, if you have one).</p> <p>The survey questions will need to be succinct and clear.</p> <p>Ensure answers to the questions elicit quantifiable number responses that can be used in a graph or table form. For instance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>How many males and females (boys and girls) are in your class?</i> <input type="checkbox"/> <i>Name the different sports played by students in your class and how many students play each sport.</i> <input type="checkbox"/> <i>How many students rode to school? How many took a bus to school? How many walked to school? What other methods of transport did the students use (and how many took each)?</i> <p>Interpreting the survey findings Display the survey responses in your classroom.</p> <p>Break your students into small groups and ask them to work out, as a group, how they would visually/graphically present the survey findings.</p> <p>Each group can select a set of categories they would like to graphically represent (you can break these up so that no doubling up occurs).</p> <p>Once your students have graphed their findings, each group should present their work and discuss with the entire class what they have learned about their partner class through this activity, identifying similarities and differences.</p>				<p>between your schools needs to reflect cultural awareness, respect and appreciation.</p> <p>You will also need to decide with your partner school teacher how you will plan for and manage the next few weeks of texting activities.</p> <p>Consider questions such as:</p> <ol style="list-style-type: none"> 1. How many mobile phones will we use? 2. What will the numbers be? 3. How will we 'match' up pairs / small groups or individual students? 4. When will we time the texting activities? <p>Having agreed on your approach at the outset will help to avoid any misunderstandings in the future.</p>
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Week 2	Exploring the different texting language in Australia and Indonesia	<p>How do we communicate using SMS? Each culture has different ways of abbreviating and different colloquialisms when SMSing.</p> <p>In this activity, your students will brainstorm the types of abbreviations they use when texting, explore some from their partner school, and translate into their partner school language.</p> <p>This activity is an important preparation for the texting poetry activity in Week 3.</p> <p>Brainstorming Begin by brainstorming as many SMS texting abbreviations as your class can come up with. Write these on the board, with their meaning in the column next to them.</p> <p>Completing the handout Using the <i>SMS English and Bahasa Indonesia</i> handout, get your students to link the SMS abbreviation with its meaning and then come up with 5 or more of their own.</p> <p>They can share these with the class.</p> <p>Sharing your texting with your partner school Following the texting activity in Week 1, assemble your students in to pairs or small groups.</p> <p>Ask them to construct an SMS message for their partner school students. They can then send a 'translation' in full text / in English and/or Bahasa Indonesian.</p> <p>You might ensure that the Student Management Team (if you have one) reviews the text before it is sent.</p> <p>Record the messages Record all the text messages sent and received on your class noticeboard. Get your students to discuss and reflect on how SMSing is similar in both contexts, and how it is different.</p>	Handout	Handout: SMS English and Bahasa Indonesia		<p>It will be up to you how you manage this activity – whether you will use the one mobile phone, or allow your students to use more than one.</p> <p>Ensure that the considerations outlined in Week 1 of this collaboration activity have been thought about before you start.</p> <p>This activity could run for more than one week, if your students from both partner schools are interested.</p>

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Week 3	Creating an SMS poem	<p>Setting the boundaries The average length of an SMS message is 160 characters including punctuation and spacing. At the end of the 160 characters, most phones won't allow the user to type any further.</p> <p>In this activity, your students need to plan and create their own SMS poem, within the 160 character constraints.</p> <p>The class will then 'vote' on the best 3-5 poems and these can be texted to your partner school.</p> <p>This sort of poetry is known as 'phoneku' – a play on the haiku genre.</p> <p>Writing the text The task involves 160 characters or less. This includes spaces and punctuation.</p> <p>You could use examples from the <i>Phoneku</i> and <i>SMS Poems</i> websites to share as models with your students.</p> <p>Voting on the top 3-5 SMS poems Work out with your students how you will assess and vote on the 'best' or top 3-5 SMS poems within the class.</p> <p>You could create your own assessment rubric with them.</p> <p>Each student should share their SMS poem – this could be done by presenting it in front of the class, texting it to each other or uploading the poem to a class page on your school intranet.</p> <p>Sending the poems Once the 3-5 poems have been chosen, post them on your class noticeboard and decide how these will be sent to your partner school.</p> <p>At the same time, your partner class should also have been completing the same activity.</p> <p>When you send the SMS poems, ask you partner class to review and feedback on these poems (they could even use a similar rubric to that which you developed within your own class).</p>	An internet capable computer will help you to access two useful websites that have examples of SMS poems: the website <i>Phoneku</i> http://phoneku.com/ and SMS Poetry http://www.didyouknow.org/sms/smspoems.htm provide some great examples of SMS poems.			<p>Spend some time with your students discussing how to create impact within such a brief amount of words. Ask questions like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will you use punctuation, text abbreviations and emoticons to accentuate meaning? <input type="checkbox"/> What is the focus of your poem? <input type="checkbox"/> How can you optimise impact? <input type="checkbox"/> What are we looking for when we choose our top 3-5 poems to be sent to our partner school? <p>Before you give the weblinks listed here to your students, check them out first to ensure that the text is appropriate to their age group and this task.</p>

		<p>Post your partner class SMS poems on your class noticeboard as well.</p> <p>You could even work with your students to develop a partner class poetry booklet, containing SMS poems from both classes and distribute this either electronically or send it via snail mail to your partner school.</p>				
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Weeks 4 - 5	Picture and film festival	<p>Where to begin? Most mobile phones these days have either digital camera or video capability.</p> <p>In this activity, your students will be tasked with the challenge to 'capture the essence' of your lives at school via mobile phone digital photography or a short 30 second video taken on their mobile phones.</p> <p>A selection of these images and videos will be sent to your partner school.</p> <p>Small group work - planning Break your class into small cooperative groups of 4-6 students.</p> <p>Each group will need to decide the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will we take images or create a video? <input type="checkbox"/> What will depict / capture the essence of our lives at school (so what will we need to take photos of, or how will we storyboard, plan, script and film our short 30 second video)? <input type="checkbox"/> Who will perform which roles? <p>Taking the photos/film Once the planning is completed, give your students time to go and take the photos or draft, rehearse and then film their video. (The video may take longer, depending on the complexity of the message.)</p> <p>If your students are taking digital photos, they will also need to write down and discuss with the whole class their reasons for selecting particular images and describe and explain why these 'capture the essence' of their school lives at your school.</p> <p>Selecting and sending the products to your partner school All or some of the images/videos can be sent to your partner school.</p> <p>Ask each group of students to send short (160 characters or less) contextual statements that explain why/how their products 'capture the essence' of their life at their school.</p> <p>Once your receive the products from your partner school If you are able to, display the images or download the videos onto class computers or your class/school intranet so students can view these on a larger screen than the mobile phone.</p> <p>If this is not possible, then small groups can review and feedback by sharing around the mobile phones to which the products have been sent and viewing them</p>				<p>The decision about whether or not to use video will be dependent upon the functionality of the mobile phones (and the services allowed by their service providers) for both partner schools.</p> <p>Make sure you discuss and decide on the parameters of this activity with your partner teacher colleague before starting this week's work.</p> <p>This activity is also a good time to discuss with your students the difference between creative and positive development of videos and the problems that arise when videos of fights or other negative subjects are taken and shared. This is a growing issue in Australian schools and is well worth exploring in more details with your students.</p>

		<p>individually.</p> <p>This activity could develop into an image/film festival shared with your partner school.</p> <p>Feeding back Your students can send text feedback to their partner class, asking any questions for clarification and sharing their impressions with each other.</p> <p>It will be interesting to find out how your students' school lives are similar, and where the differences lie.</p> <p>Individual reflection Ask your students to reflect on what they have learned while doing this activity, and what insights they have gained into the 'essence' of the school lives of their partner students.</p> <p>This activity could lead to more and more sharing of questions and answers across the partner classes.</p>				
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Week 6	The ideal mobile phone	<p>Design task Each student will need to design their own state of the art mobile phone.</p> <p>The designs can be shared with your partner class over the internet or via snail mail.</p> <p>Doing the design work – the brief Your students have an unlimited hypothetical budget.</p> <p>They will need to think imaginatively about different functions and features that build on (and are distinct from) the current mobile phone technology.</p> <p>They should draw and label the diagram with clear, explanatory information.</p> <p>Doing the translations Each label should also contain a translation, in the language of your partner school.</p> <p>Which is the favourite design? You could use the mobile phones to get students from across both partner classes to vote on what they consider their favourite design for a future mobile phone (this will only be able to happen once the hard or electronic copies of the designs have been sent to and received in both partner classes).</p>	This activity can involve the students designing their own mobile phones on paper, or digitally. If possible, they could send their own designs to their partner school electronically or by snail mail.			This activity could take longer than a week if you are only able to mail the student designs via snail mail.
Future weeks	Ongoing SMS communication	<p>If communication using mobile phones during this collaboration activity has been successful, consider continuing it into the future.</p> <p>Students within your partner classes could continue to communicate via SMS throughout the life of your BRIDGE project partnership. This could be something that you and your partner school teacher build in to all future communication and collaboration activities.</p>				

Outcomes/ outputs	<p>The products of this stage will depend on the tasks you undertake with your partner school. Try to ensure that the work you do has a focus that also involves your students producing a reflection on what they are learning about their partner students through this process.</p> <p>Ensuring that your class receives a mobile text response will help keep them motivated and enthusiastic.</p> <p>Also:</p> <ul style="list-style-type: none"><input type="checkbox"/> Add the class profile graphs to the central display space you have created for the BRIDGE project in your class or school<input type="checkbox"/> Involve parents and school leadership in understanding how the mobile phones are being used within the class
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