

## Skill 15: Master Online Communication

Students will be able to (SWBAT):

1. Define the skill *Master Online Communication* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Master Online Communication*.

Provided Materials: Skill 15: *Master Online Communication* - Development Plan

**Skill Definition:** *Master Online Communication* means using email and other electronic-based mediums to send and receive messages with proper etiquette.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy. It is unlikely that you will find anyone in your class who hasn't used email before, but check just to make sure. Then ask the class for other ways to communicate electronically besides e-mail. Examples of other ways to use electronic communication are:

- Cell phones: Sending text messages to friends, using voicemail to relay information
- School-related websites: Using Dropbox on Blackboard for your assignments
- Facebook: Creating Facebook Events for your student organization, posting information on friends' walls
- Twitter: Tweeting/re-tweeting information and events

Conclude discussion by asking students what would be the disadvantages if everyone else around them could use all of these forms of communication and they could not.

**Guided Activity (20-25 minutes):** Students should be able to identify the benefits of using electronic sources to send information. Divide the class into five groups. Assign each group to one of five sources for communicating electronically: email, school-related websites, cell phones, Facebook and Twitter. Each group should generate a list examining the costs and benefits (or pros and cons) of each source. Students can draw from personal experiences to provide concrete evidence of the source's benefit and each group should come up with a creative way to share the benefits and costs of each type of communication. For example, students could use skits, demonstrations, or a visual display. The way students present their analysis should indicate why sending information electronically is important.

**Independent Practice (5-10 minutes):** Students complete the **Skill 15: Master Online Communication – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 15 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Require students to email you copies of their assignments instead of turning in hard copies.
- Keep student grades updated on a school-related website and encourage them to monitor their progress in your class by using that program.

## Skill 15: Master Online Communication – Development Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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