



Harnessing Collective Intelligence Through Web 2.0 Technologies

Equal Voice

RealtimeBoard allowed all participants to contribute and view others' ideas.

Participants used a range of annotations to convey their thoughts including:

- post-it notes;
- text;
- drawing; and
- arrows

The use of emojis allowed participants to agree with others' ideas.

Hyperlinked Youtube definitions



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Year Three Digital Technologies and ICT Capabilities

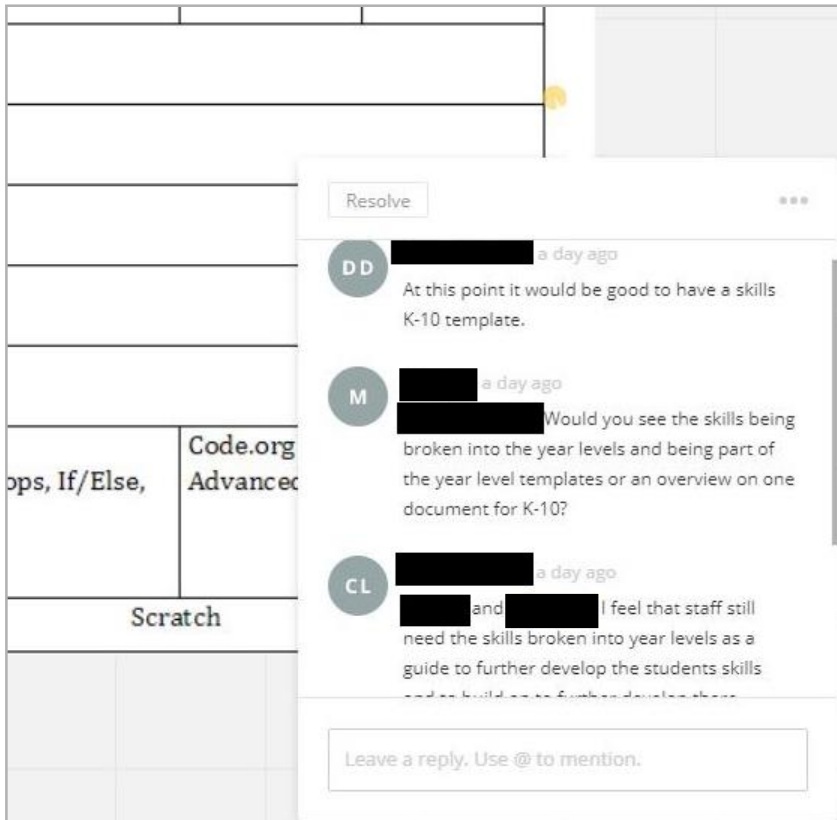
Year Level Descriptor:
 In Year 3, students further develop understanding and skills in computational thinking, such as categorising and outlining procedures. They have opportunities to create solutions, such as interactive adventures and simple guessing games that may involve user choice. Students explore digital systems in terms of their components and peripheral devices, such as digital microscopes, cameras and interactive whiteboards. They collect and present data, developing an understanding of the characteristics of data and their representation. Students learn to define simple problems using techniques to deduce and explain simple conclusions. They learn to develop their design skills by following prepared algorithms to describe branching (choice of options). Students experiment with appropriate software, including visual programming environments that use graphical elements, such as symbols and pictures to implement their solutions. Students continue to develop an understanding of communicating ideas and information safely when using digital technologies.

Knowledge and Understandings		Processes and Production Skills		Online Safety & Digital Citizenship
Digital Systems	Representations of Data	Collecting Managing and Analysing Data	Digital Implementation	
Digital systems and peripheral devices are used for different purposes (ACTDP007) <ul style="list-style-type: none"> Identify how ICT is used at home and in the community and state the purposes Using iPads, mobile devices, laptops to address a task Use a digital microscope to capture images Use a camera or iPad to capture an image Download an image from a device to manipulate on a laptop or desktop or use in a document Record speech on a microphone and share online or in slideshow Choose the most appropriate device for a task or state how it can be achieved with alternatives when preferred device unavailable Programming of robots such as Dash in Dot Scratch Jr Animation Code.org https://studio.code.org/4/our/84 Stage 1 - 13 Coding Review Activity 	Different types of data can be represented in different ways (ACTDP008) <ul style="list-style-type: none"> Recognises that digital data can be represented as text, images, sounds, video. Recognising data is made up of numbers, text, images, sounds, animations and videos are all forms when stored or viewed. Use a table to organise information such as text and images Representing data in a graph Exploring how codes and symbols can, and how they are, represented using binary code, semaphore, Morse code, and other representations of Animals. Scratch/Dash basics in navigation project. 	Collect and present different types of data using simple software to create useful information (ACTDP009) <ul style="list-style-type: none"> Understand that data is stored in digital systems in the form of files and folders and decisions need to be made as to most appropriate format to use to create the data. Select different techniques and formats to present data depending on the type of audience. Use software to sort or calculate data when solving problems. Sphere/Dash basics and navigation project 	Use visually represented sequenced steps (algorithms), including steps with decisions made by the user (branching) (ACTDP011) <ul style="list-style-type: none"> Explore features of websites and use different design tools to record ways in which digital solutions will be developed, such as creating storyboards or flowcharts (optional) to plan an algorithm, give instructions to a game, or explain a process. Designing and implementing a simple interactive solution. Implement programs that make decisions on the basis of user input or choice. Scratch Jr Animation Project. 	Use appropriate ICT tools safely to share and exchange information with appropriate known audiences Apply appropriate basic social protocols and avoid dangers to personal security when using ICT to communicate with unknown audiences. Acknowledge when they use digital products created by someone else, and start to indicate the source
		Create and communicate ideas and information safely (ACTDP013) <ul style="list-style-type: none"> Discuss and make ethical decisions in relation to digital citizenship, netiquette and reporting inappropriate behaviour. Manage a project that involves students working together to publish online. Use a range of tools to share information. Sphere/Dash Course project 		
Investigating and Defining Create a sequence of steps to solve a given task Designing Develop and communicate ideas using labelled drawings and appropriate technical terms Producing and Implementing Select, and safely use, appropriate components with given equipment to make a solution Evaluating Use criteria to evaluate design processes and solutions developed Collaborating and Managing Work independently, or collaboratively when required, to plan, create and communicate sequenced steps				Vocabulary Branching (decisions) Digital systems User Debugging Looping Peripheral devices Copyright

Annotations on the page include:

- Include the word 'Examples:' before dot points
- Hyperlink to lesson ideas and/or videos
- use icons to show different features (unplugged, plugged, video, lesson plan)
- Real-life examples of following a procedure or sequence of steps
- Hyperlinked Youtube definitions
- Include specific examples of Apps or websites that are great for data creation

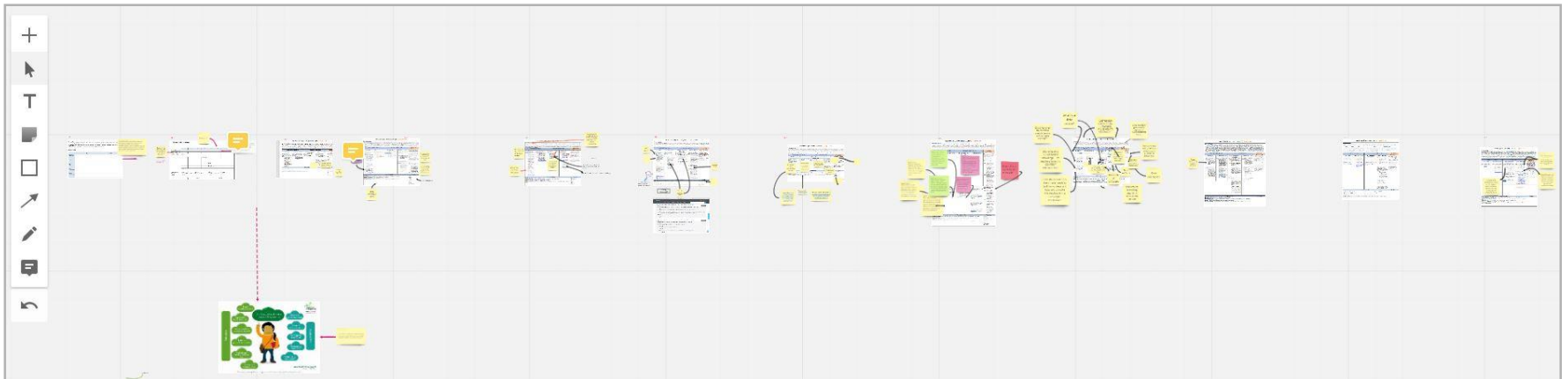
Quality Discourse



Document quality was enhanced through the use of the comment box. This feature allowed participants to discuss ideas synchronously and asynchronously.

The @___ function allowed comments to be targeted to specific people participants could probe ideas further.

Ease of Use



- Using a horizontal layout enabled people to easily navigate the environment. This was important as RealtimeBoard is 'endless'.
- The tool bar on the left was always visible. This made it quick and easy to access the annotation tools.

Feedback on RealtimeBoard

Participant feedback highlighted the benefits of using RealtimeBoard:

- Valued input
- Increased engagement
- Promoted collaboration
- Staff exposure to a contemporary medium
- Synchronous & asynchronous contributions
- Intuitive
- Range of annotations

The screenshot shows a Padlet board titled "RealtimeBoard" by user "meagan_pass" with 1 million views. The board contains several sticky notes with the following content:

- Benefits of Using RealtimeBoard**
 - Promotes collaboration with others
 - Immediate access to comments
 - User friendly
- Benefits Contd.**
 - Live annotating
 - Multiple people on doc at once
 - Community input
 - Central place to store ideas
- Would you use it again and how would you use it?**
 - Yes
Would use it again for reviewing any documents with staff and consider using it for cooperative learning activities in class
 - Yes - Realtimeboard looks great. Need to play a bit more in regards to icons etc...
 - Yes, to get ideas in team meetings and staff planning
 - Yes - To reflect/edit in committee meetings
 - Yes, at a whole staff meeting or workshop
 - Yes - for collaborative classroom activities where ideas are necessary e.g, in HASS. Also good for staff meetings
- Would you use it again contd.**
 - Probably not - given the delays in network. Too frustrating when the internet is slow
 - Yes - I would introduce this to the staff as a collaboration tool. I would also explore it for group work with Year 6s
 - Use with students for cooperative learning activities and at staff meetings
 - Yes
 - In staff meetings
 - With older students - opinion poll
- Great to see what everyone is thinking and have the ability to add to it.
- Loved that all ideas are valued - nothing is deleted
- Quick, easy, visual, fun!!
- Opportunity to push staff to use a contemporary medium
- I found it engaging and liked the idea of seeing instant input and comments
- Synchronous, engaging, fun, emojis(!), intuitive
- Was excellent the way we could review the whole group's opinions and comments
- Loved the input from everybody
- Easy to use once we had a play
- Loved being able to see everyone's thoughts instantly
- Seeing everyone's edits at the same time
- Being able to comment and give immediate feedback
- Absent people have access and can contribute ideas