

ScribaLab Ver. 2.0

<http://lnx.funteaching.it/scribalab/>

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Abstract

What is Scribalab 2.0? A system to create web communities and a modular toolbox for writing and publish on the web. It is made up of two main sections both designed to welcome users and visitors. You can find challenging and interesting tools into the Scriba section, such as ScribaMapping or Scriba6HATS with suggestions for cooperative group activities on creative writing or having the opportunity to create a podcast of your choice in ScribaPodcast. The tools offered to the users and learners are both personal and collaborative. A special section is reserved to the teachers who want to create collaborative learning objects to develop writing skills on the fly.

Keywords: network writing, collaborative learning and teaching, self- regulated personal learning environment.

1. Introduction: ScribaLAB theoretical background

Our major question is: How can internet software successfully support social constructionist epistemologies of teaching and learning? More specifically, what web structures and interfaces encourage or hinder participants engagement in reflective dialogue within a community of learners - by reading openly, reflecting critically and writing constructively in a way that engages their personal experiences? Our aims in answering these questions are, firstly, to improve our own skills at using the Internet to facilitate learning, secondly, to improve the pedagogical skills of other teachers by making our software tools freely available to every user and learner.

Relevance, Reflection and Interactivity and Peer Support are our four parameters to measure learners' motivation to practise their writing in the cyberspace.

1. **Relevance** - how relevant is online learning to students' professional practices?
2. **Reflection** - does on-line learning stimulate students' critical reflective thinking?
3. **Interactivity** - to what extent do students engage online in rich educative dialogue?
4. **Peer Support** - do fellow students provide sensitive and encouraging support?

Let's look at these four points.

- **Interface:** the users need to be brainfriendly connected to the materials offered, control and manipulate them comfortably and produce their own piece of writing.

- **Learning by doing:** learners can choose the categories of their interest and find samples, work on their own or use personalized tools, helpers and guidelines.
- **Media combination modalities:** the interactive lab generates static contents as well as web pages contents on the fly such as text files, audio and video files. In order to meet the requirements of the different writing modes, a section for video-clips streaming publication has been complemented.
- **Workflow management and tools:** the workflow is linear in the process of submitting and validate an article whereas the users' tools are designed to write a guided article according to the technique of the inverted pyramid Scriba5W or to map a story (ScribaMapping).

The theory of 'ways of knowing', highlights the existence of two distinct learning styles: separate knowing and connected knowing. Connected knowers tend to learn cooperatively, and are more congenial and more willing to build on the ideas of others, while separate knowers tend to take a more critical and argumentative stance to learning. These styles are independent of intelligence or learning capacity, and independent of each other: each of us may use both styles at different times. In our online discourse we try to encourage students to engage as connected knowers in order that productive educative relationships are more readily established in the scribaLAB Community.

2. Personal tools

ScribaLAB has a series of personal tools such as ScribaLetter, ScribaMapping and Scriba5W. Before presenting some of them in detail, there some general considerations to be done as far as their design is concerned. Every personal tool acts mainly in the process of pre-writing and operates as a graphic organizer. They are tools to 'talk to' and not to follow slavishly. What the tools really do as a response it is just the final editing on the web, which is of a good quality and can be shared.

2.1. Scribaletter

As for a start we would like to present ScribaLETTER. Once the student is logged on his personal tools page, he can choose between a friendly letter and a business letter layout. The latter is introduced by a model letter in which the student is guided to become aware of the different parts of the letter by moving the mouse pointer on the Heading, the Inside Address, the Greeting (also called the salutation) the Body of the letter, the Complimentary Close and the Signature Line. This is what he is told: 'Click your mouse pointer on any part of the picture for a description and example of that part'. If he chooses to write a formal letter as the model suggests, he will be gradually introduced to the six graphic organizers, one for a single part of the letter, and guided in his/her writing process step by step. The format for a personal letter is slightly different. Personal letters, also known as friendly letters, and social notes normally have five parts. However, the student is assisted in the writing process with some interactive suggestions as well. The format can even be adapted for creative letter writing.

Gianluca Tramontana [admin]
(Logout)

ScribaLAB > Community > Tools > Menu Personale > Help > Amministrazione >

Home Page :: Tools :: ScribaLetter

ScribaLetter ▾ Crea Lettera ▾ Help ▾

N.b. La parte corrente della lettera è quella evidenziata

La lettera **formale** si utilizza per comunicazioni ufficiali di lavoro, di reclamo o commerciali. Il destinatario potrebbe essere estraneo al mittente ed è solitamente una ditta, un ente pubblico, un'autorità, un esperto, un professionista. Il linguaggio è formale e adeguato al contesto, contiene delle formule fisse di cortesia come l'uso del "Lei" e del "Voi". Inoltre la lettera deve essere strutturata con chiarezza e concisione.

Vai allo step 1. Intestazione

Step 1. Intestazione

Scrivi il tuo indirizzo completo

Via Garibaldi, 19

Digita il codice di avviamento postale e il nome della tua città, la provincia e lo stato. (es. 95100 Catania CT)

95100 Catania CT

Scegli: La città da dove scrivi e il giorno, mese e anno

Lentini, li 1 5 2008

Reset Vai Avanti -->

2.2. Scriba5W

The correct composition of an article depends on clearness, organization and efficiency. Who? What? When? Where? Why? How? Those questions are the tools of any sincere journalist interested in telling a story in as fact-rich and objective a manner as possible. They help outline the essential details for almost any occasion, from birth, to scandal, struggle, triumph, and death, keeping the focus of a news report on the measurable. For it is only from the everyday material that we can derive what is immaterial and form theories and opinions. Reporting the news is not an easy thing to do— a journalist's task is to dig beyond the surface, to assemble and synthesize details to form a cohesive whole, a picture of something not readily apparent. Scriba5W 'tells' the learners how to write using the inverted pyramid, how to create an eye-grabbing lead, headlines to report important things happening locally, regionally, nationally, and globally.

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ScribaLAB > Community > Tools > Menu Personale > Help >
Amministrazione >

Home Page :: Tools :: Scriba5w

Scriba5w ▾ Strumenti ▾ Help ▾

Informazioni rilevanti

OCCHIELLO
TITOLO
CATENACCIO

5W + H

ALTRI
DETTAGLI

CONCLU-
SIONE

Informazioni meno importanti

Ogni schermata è incentrata sugli elementi chiave di un articolo secondo il formato della piramide a testa in giù. Per cominciare, digita l'occhiello (opzionale), il titolo, il catenaccio e la tua firma e clicca su vai avanti. L'articolo verrà salvato e in ogni caso puoi sospendere il lavoro e riprenderlo quando desideri.

Vai alla sezione 1. Occhiello, Titolo, Catenaccio ▾

1. Occhiello, Titolo, Catenaccio
 2a. Who
 2b. What
 2c. Where
 2d. When
 2e. Why
 2f. How (Come)
 3. Altri dettagli
 4. Conclusione
 5. Colori e Layout

Sezione 1. Occhiello, Titolo e catenaccio

Ochiello (max 100/100 car.)

Titolo (max 51/100 car.)

Vendola: "Sono sconfitto ma non ci sarà scissione"

Catenaccio (max 63/250 car.)

Notte di trattative. Anche Bertinotti media, ma non c'è intesa.

Firma (o sigla) dell'autore

G.T.

Reset
Vai Avanti -->

2.3. ScribaMapping

This tool is an advance organizer to map stories into four sections: Setting, Charcters, Conflict, Resolution. Once the learners are guided to map the first draft of their stories, they can save or print the different sections to be used as a 'database' for the actual story to be written.

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ScribaLAB > Community > Tools > Menu Personale > Help >
Amministrazione >

Home Page :: Tools :: ScribaMapping

ScribaMapping ▾ Strumenti ▾ Help ▾

"C'era una volta..."

di gianluca

Scegli una sezione per cominciare la tua storia:

Informazioni generali
Specifica il nome e l'autore della storia.

Ambientazione
Descrive gli ambienti esterni in dettaglio, dove e quando si svolge il fatto.

Caratterizzazione
Descrive la figura del personaggio principale e come si relaziona con gli altri.

Conflitto
Determina e spiega come accade il contrasto nella storia e una possibile risoluzione.

Risoluzione
Descrive la risoluzione del conflitto, e gli effetti prodotti subito dopo nel personaggio.

La tua storia è stata archiviata. Adesso puoi scegliere la sezione da cui iniziare la tua storia oppure chiudere e continuare una prossima volta.

In alternativa, puoi premere il pulsante qui in basso per stampare la tua storia.

3. Collaborative tools

The collaborative tools in ScribaLab are Neverendingstory, a cooperative story making tool with alternatives on the style of game-books, ScribaPodcast for mp3 file production and Scriba6hats which is being described in detail.

3.1. Scriba6HATS

Scriba6Hats has been designed as a mini-forum with thinking types based on Six Thinking Hats method by Edward de Bono. De Bono points out that one difficulty we often encounter when thinking is confusion. Our emotion and logic and creativity all vie for our attention. When we focus on one thing at a time, however, the whole process becomes less confusing, much easier and more productive. Students can practise six hats thinking on a wide range of topics. The emphasis is on using six hats thinking on a problem that confronts the class as a group or is troubling an individual student. As you wear each hat, you focus only on that hat's quality before posting and the possibilities of a good discussion forum are being implemented.

Home Page :: Tools :: Scriba6Hats

Scriba6Hat ▾ Strumenti ▾ Help ▾

Scriba6Hats » Topics » Estintori manomessi, quali provvedimenti?

Autore	Messaggio	Cappello
silvana Administrator Reg. 01/01/2008 # Post: 7 IP: 82.57.25.34 Torna all'inizio	Postato: 07/02/2008 18.24 Oggetto: Estintori manomessi, quali provvedimenti? Ancora una volta i locali della scuola sono stati dichiarati inagibili dall'autorità sanitaria locale a causa della manomissione degli estintori.	 Quota Modifica
admin Administrator Reg. 01/01/2008 # Post: 17 IP: 85.41.204.217 Torna all'inizio	Postato: 07/02/2008 18.42 Oggetto: Re: Estintori manomessi, quali provvedimenti? Maybe we need to talk to the students about the importance of fire prevention. The fire extinguishers are there to protect OUR lives!	 Quota Modifica Elimina
admin Administrator Reg. 01/01/2008 # Post: 17 IP: 85.41.204.217 Torna all'inizio	Postato: 07/02/2008 18.43 Oggetto: Re: Estintori manomessi, quali provvedimenti? convocazione di un'assemblea di alunni per discutere sull'utilità degli estintori	 Quota Modifica Elimina
admin Administrator Reg. 01/01/2008 # Post: 17 IP: 85.41.204.217 Torna all'inizio	Postato: 07/02/2008 18.43 Oggetto: Re: Estintori manomessi, quali provvedimenti? Questi ragazzi non riusciamo ad educarli alla civiltà e alla legalità	

1. Begin by asking someone to state what the problem is. Wearing the white hat, we or our students can examine the facts in an objective manner. Focus on the presentation of pure facts and information. Like a computer, the white hat thinker isn't coloured by any particular emotion.
2. The blue hat represents to being logical and applying the ability to think about thinking. At any point , we and our students might take a look at facts through the cool, controlled approach of the blue hat.
3. Emotions are signified by the red hat: "What feelings does this problem bring up in you? What intuitive feelings and hunches do you have?2. The red hat reminds us that there is an appropriate place for emotions in our thinking.
4. The world of imagination and creative, fertile ideas is part of green hat thinking. Students can be encouraged to let themselves go and see what ideas show up while wearing a green hat before posting their messages.
5. Any negative feelings, judgments, and ideas about what won't work belong to the space reserved for black thinking.

6. To balance the black hat try on the yellow hat and take an optimistic look at what is possible. Constructive ideas and opportunities are to be posted under the yellow hat thread.

In the end the teacher-moderator of the discussion forum and the students may wish to return to the blue hat to review the process and take a final look at the discussion threads.

4. Challenges in re-designing Scribalab as an OER

In order to have tools work properly in a ScribaLAB 2.0 , **Ajax** has been chosen: Asynchronous JavaScript And XML. It is a set of techniques born to develop interactive web applications. The basic idea is to obtain web pages which appear quickly to users thanks to the exchange of data packages in background, a data processing that is completely hidden to users. This process avoids web pages to be uploaded every time the users modify some contents and facilitates the writing: the users see what they get in real time. The application of Ajax library Prototype and JQuery simplifies how you traverse HTML documents, handle events, perform animations, and add Ajax interactions to web pages.

Challenges in ScribaLAB re-design	Is it an OER SOLUTION?
Decontextualization	The answer has been provided by the editing tools: personal advance organizers collaborative tools in the LAB section, which may increase the value of localization for learners and educators.
Engagement	We think that a highly advanced OER may increase learner engagement. ScribaLAB is still a BETA version.
Social aspect of learning	Acknowledge the benefits of Web 2.0 and intertwine the functionalities offered by online tools and technologies while maintaining writing skills development as foundation module .
Reusing	The intrinsic openness will enable reuse. HTML/JPG/etc. sufficient for rendering in webpages VS SCORM
Producing LO for writing skills in ScribaLAB	Teacher can easily add a new LO choosing between two modalities: <ul style="list-style-type: none"> o 1. Publicly shared: every teacher can modify the LO o 2. Shared with consent: every teacher can modify the LO with the password given by the first owner of the LO

Educational Objects Models	Other Educational Models can be thought of, more suitable for the web.
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