


 **Chapter 3: Participating on the web**


 **Lesson plan: Learning Math 2.0 \*\_\*\***

 **Author: Irina Vasilescu, Romania**

 **Step 1: Web tools in math activities**

 1. Which of the following tools could be useful, in your opinion, for math activities (yes/no)?

Blogs \_\_\_\_\_ Wikis \_\_\_\_\_ Games \_\_\_\_\_ Twitter \_\_\_\_\_  
 Email \_\_\_\_\_ Facebook \_\_\_\_\_ Chat or similar apps \_\_\_\_\_  
 Search engines \_\_\_\_\_ Google Drive \_\_\_\_\_

 2. Can you think of benefits of using these tools for math activities over face-to-face interaction alone? For example, a shy student may find it easier to express his/her opinions over the web than in class.


---




---



---

 3. Which of the following features offer advantages (A)/disadvantages (D) in using the internet for math classes and activities?

- instant access to information \_\_\_\_\_
- long distance communication \_\_\_\_\_
- risk of viruses/spam \_\_\_\_\_
- fake user profiles \_\_\_\_\_
- huge quantity of educational resources \_\_\_\_\_
- easier communication with the teacher \_\_\_\_\_
- advertising \_\_\_\_\_
- online translation tools \_\_\_\_\_
- spending a lot of time indoors \_\_\_\_\_
- self time-management \_\_\_\_\_
- more visibility \_\_\_\_\_
- understanding of the message/content \_\_\_\_\_

 4. Count each category and calculate the ratio A/D. Is this bigger or smaller than 1? How would you interpret that?

---



---



---