**Cultural Connections, Collections, and Reflections with Technology**

**2017 Professional Development Program**

**Description:** This professional development program, sponsored by the Triangle Community Foundation’s Borchardt Fund, prepares skilled Triangle-area educators across content areas and grade levels to adopt technology-enabled strategies for: 1) connecting with other cultures through global collaborative projects, 2) crowd-curating cultural media collections, and 3) reflecting on cultural understanding through written and multimodal works. Swedish culture serves as the focus for this work, with a cohort of fifteen teachers selected each of three years for a two-week immersion in Sweden framed with advance inter-cultural classroom projects, coursework at NC State, and further on-site coursework in Stockholm, Sweden, in between cultural excursions.

**Credits Available:** Participants may earn 3 continuing education units (CEUs) and/or 3 graduate credits from NC State for completion of all course requirements. Teachers wishing to earn graduate credits must register for ECI 519, Section 651, in the 10-week summer session, and pay the related tuition and fees. Those earning graduate credits are also required to complete an application and pay a $50 registration fee to the campus study abroad office. This study abroad fee allows NC State students to purchase low-cost travel insurance.

**Meeting Times and Places:** We will hold face-to-face classes on four Saturdays before departing for Sweden (see course schedule below). These meetings will be held in 120 Poe Hall on the NC State campus. We will also hold three full-day classes in Sweden in a conference room at our hotel. Most of our time in Sweden will be spent on excursions, not in the classroom, although three classes will be held in Stockholm with further project work. Attendance is required at all class sessions.

**Online Platforms:** The primary platform used for this course is Weebly, or specifically: http://swedenccr.weebly.com. Each teacher will be assigned a user ID and password to edit one page on our Weebly Web site. This “portfolio page” is where you will post/embed all of your completed course projects. We will use the email address we have on file for you to invite you into other shared spaces during the course (e.g., Google Maps, HistoryPin). Teachers will be able to access WiFi at NC State through guest access, and WiFi in Sweden through the hotel.

**Instructors:**

* Michael Cook, Assistant Professor, English Education, Auburn University, mpcook@mail.millikin.edu
* Kevin Oliver, Associate Professor, Learning Design and Technology, NC State, kmoliver@ncsu.edu
* Ruie Pritchard, Professor, English Education, NC State, rjpritch@ncsu.edu
* Angela Wiseman, Associate Professor, Elementary Literacy Education, NC State, amwisema@ncsu.edu

**Course Materials:** All of the course resources, including videos, readings, and Web sites, can be accessed from our participant resources page at <http://swedenccr.weebly.com/pd-resources.html>

**Technical Requirements:** Each teacher must have a personal laptop to participate in course activities, and must bring the laptop to NC State classes and to Sweden. Smaller portables like Chromebooks are typically fine for most course activities and assignments. It will be helpful if teachers have a personal smart phone and/or digital camera that takes still images, video clips, and audio recordings, to use throughout the course and while in Sweden. We will be capturing media and merging with reflective writing to generate multimodal representations.

**Teaching Strategies:** This professional development program uses several teaching strategies: global collaboration, readings and instructor presentations, cultural excursions, media capture (still images, audio, video), writing activities, and technology projects that merge media and writing into multimodal representations.

An informal strategy supported in this course is the social media outlet Facebook. We have a Facebook group we encourage everyone to join to post any resources or ideas you’ve discovered about your cultural theme, as well as details about the trip or general information about Sweden. When in Sweden, we’ve found the Facebook group is also useful for finding others who might like to join you for dinner or for some other activity.

**Program Objectives:**

1. The overall course goal is for educators to learn about varied elements of Swedish culture (e.g., education system, worship, work and play, art and architecture, music, literature), to describe differences between American and Swedish cultural norms and values, and to develop global perspective.
2. Cultural Connections: Educators will learn to select, use, and manage appropriate technologies in support of global collaborative projects between classrooms, and their K-12 students in North Carolina will develop understanding of the cultures to which they are exposed through these projects.
3. Cultural Collections: Educators will increase their understanding of and expertise with collaborative Web sites that support groups in curating and reflecting on collections of cultural artifacts (e.g., Google Maps, History Pin, Voicethread).
4. Cultural Reflections: Educators will develop their capacities as writers in genres appropriate for reflection on culture (e.g., poetry, travel writing, memes) and increase their understanding of and expertise with multimodal technologies that merge said writing with media (e.g., blogs, photo/meme editors).

**Summary of Projects** (see a longer description of each project at end of syllabus):

During our first class, we will overview the following projects and discuss how the projects marked with asterisks\*\* can be connected to a cultural theme of the teacher’s choice. Teachers will be asked to think about Swedish culture and identify a unifying theme for much of their project work (e.g., family life in Sweden, Swedish royalty, religion in Sweden, support for the arts, urban parks, Viking culture, Swedish design). We would like you to pick one theme you are interested in learning more about, because much of your project work can tie into that theme and will be more meaningful for you if it is something you are interested in studying at depth. To identify a cultural theme, it may help to consider current or historical events, or look at the many [museums in Stockholm](https://www.google.com/maps/d/viewer?mid=1fKEkLhFYfu5zulHytuRBm-xv-8U&usp=sharing) and some of the topics they focus on or special exhibits they are showing.

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Project # | Project Title | Integrated Technologies |
| Cultural Connections Projects | Connections 1\*\* | Global Collaborative Project | varied communication tools |
| Connections 2\*\* | Scripted Duologue | GoAnimate |
| Cultural Collections Projects | Collections 1 | Swedish Culture Map | Google Map |
| Collections 2\*\* | Tour Guide | History Pin |
| Collections 3\*\* | Swedish History | MyHistro |
| Collections 4\*\* | Curated Collection of Objects | Voicethread |
| Cultural Reflections Projects | Reflections 1 | The Last Word, Swedish Education | Weebly |
| Reflections 2 | Swedish Book Club | GoodReads |
| Reflections 3\*\* | Travel Writing on Site Visited | Blog |
| Reflections 4\*\* | Writing Into the Day | Pixlr |
| Reflections 5\*\* | Impression of Sweden Memes, Critical Literacy | ImgFlip Meme Generator |

**Scoring (credit seeking students only):** Teachers seeking course credit from NC State for their participation in this professional development program will receive a score for their portfolio based on the projects listed above. With the exception of cultural connections 1 (scored at 20 points--15 for carrying out project, 5 for summary video), each of 10 other projects is worth 7 points. Full participation in class sessions and group excursions is worth 10 points. Total available points: 20 (connections 1) + 70 (10 additional projects) + 10 (participation) = 100.

A+ (97-100), A (94-96), A- (90-93), B+ (87-89), B (84-86), B- (80-83)

C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), F (59 or less)

**Detailed Daily Schedule:**

|  |  |
| --- | --- |
| **Dates** | **Activities** |
| **Sat, Dec 10**  **Class 1, NCSU** | **8:45-9:00** arrive  **9:00-9:15** introductions, ice breaker (alliterative adjectives), Angela  **9:15-10:00** writing into the day--where I’m from poem, Mike  **10:00-10:30** take program pre-survey, Kevin  **10:30-10:45** break  **10:45-11:05** overview travel dates and excursions, Angela  **11:05-11:30** overview syllabus, course dates, and projects, Kevin  **11:30-12:00** discuss project tie-ins to a cultural theme of teacher’s choice, Mike  **12:00-1:00** lunch break  **1:00-1:45** overview Weebly portfolio pages, teachers make first edit to their portfolio page with a bio statement and photograph as available, Angela  **1:45-2:45** cultural connections project 1, intro to global project and research, Kevin  **2:45-3:00** break  **3:00-3:30** teachers create epals.com profile and search for connections, discuss, Kevin  **3:30-4:00** discuss travel arrangements and airfare purchase, Angela  **homework for next class:** cultural connections project 1, and cultural reflections project 1 three readings on Swedish education system (extract quotes per “last word” format) |
| **Dec 10 - May 20** | During the five month break between class 1 and 3, teachers complete their cultural connections project 1 (global collaborative project) with a partner teacher in Sweden or other Nordic country. If teachers opt into the research effort described in class 1, they gather consents and surveys from their students regarding cultural lessons learned, and fill out the teacher survey on their own cultural lessons learned. Per cultural connections project 1 guidelines, prepare a short video about your project to share in class 3 on May 20. |
| **Sat, April 22**  **Class 2, NCSU** | **8:45-9:00** arrive  **9:00-9:30** ice breaker (trading cards)  **9:30-10:00** writing into the day  **10:00-11:00** cultural reflections 1, The Last Word, group discussion of three readings on Swedish Education system  **11:00-12:00** Swedish educator joins class virtually, takes questions  **12:00-1:00** lunch break  **1:00-2:30** cultural collections 1, collaborative Google Maps (campus mapping activity as intro to map we will use in Sweden)  **2:30-2:45** break  **2:45-3:30** cultural reflections 2, Swedish book club, intro to book options, (read 1st half by May 20, read 2nd half by June 17), sign up for GoodReads accounts, join class book club  **homework for next class:** cultural connections 1 prepare video about your global project to share in class, cultural reflections 1 write a short summary on your Weebly page about Swedish education drawing on today’s “Last Word” discussion, cultural reflections 2 read selected text |
| **Sat, May 20**  **Class 3, NCSU** | **8:45-9:00** arrive  **9:00-10:00** ice breaker, goose chase  **10:00-10:15** break  **10:15-10:45** writing into the day  **10:45-12:00** teachers share their global project videos  **12:00-1:00** lunch break (sharing of global project videos continues)  **1:00-1:30** debrief global projects--what went well, what broke down, best practices  **1:30-2:30** cultural collections 2, History Pin introduction, sign up for sites to pin, research campus site, post description and pin  **2:30-2:45** break  **2:45-3:45** cultural reflections 2, Swedish book club, discussion of texts  **homework for next class:** cultural collections 3 and 4--come to class prepared to discuss theme you intend to timeline and curate, and research where you will collect info about this theme in Sweden (sites, museums, etc.), be prepared to share your cultural theme and specific places you will visit to inform it |
| **Sat, June 17**  **Class 4, NCSU** | **8:30-9:00** arrive, breakfast bars/granola available  **9:00-10:00** writing into the day, dream room, guided revision  **10:00-11:00** cultural reflections 3, nonfiction travel writing, intro to genre and blog project to be completed in Sweden, sign up for site to write about  **11:00-12:00** cultural collections 3, intro to MyHistro timeline with examples shared, create shell for timeline to build out in Sweden, discussion of cultural themes teachers intend to timeline and how/where they intend to identify info for their timeline  **12:00-1:00** lunch--Honey Baked Ham  **1:00-2:00** cultural reflections 2, Swedish book club, discussion of texts  **2:00-2:30** reader response, Pippi Longstockings  **2:30-3:30** cultural collections 4, intro to Voicethread collections with examples shared, create shell for curated collection to build out in Sweden, discussion of cultural themes teachers intend to curate and how/where they intend to identify info for their collection  **3:30-4:00** discussion of forthcoming schedule, maps, packing tips/reminders |
| **Sat, July 8**  **Travel** | **TBD** teachers depart RDU for Stockholm-Arlanda (ARN), you are welcome to use any airline/flights arriving tomorrow--July 9; we will discuss options in class on December 10th to give teachers an opportunity to pair up and travel/sit together |
| **Sun, July 9**  **Arrival** | **TBD** arrive Stockholm, teachers arrange their own transfer to hotel (commuter/express rail, bus service, and taxi service available for fee; recommend purchasing a round-trip booking directly to/from hotel using SuperShuttle)  **3:00pm** check-in time for [Best Western Plus Time Hotel](http://www.bestwestern.fr/en/hotel-Stockholm,Best-Western-Time-Hotel,88167), rest, stock up on groceries/supplies |
| **Mon, July 10**  **Stockholm Pass, Day 1** | **8:30am** hotel lobby, distribute Stockholm Passes and SL Access travel cards, teachers are free to plan their days out with the Stockholm Pass, we have suggested itineraries here based on clustered regions in Stockholm to make the most of your time  **9:00am** participants may wish to take advantage of access to Hop On Hop Off bus and boat tours, free with the Stockholm Pass, to get a general introduction to the city (from Odenplan T subway station, make your way to Centralen T station to catch a Hop On Hop Off bus)  **9:00am** alternatively, from Odenplan T subway station, make your way to Kungstradgarden T or Ostermalmstorg T station, then Tram 7 to [Djurgarden Island](http://www.visitdjurgarden.se/en/category/gora/), where you can choose from the Nordic Museum, Vasa Museum, Junibacken, Abba Museum, Skansen Open Air Museum, Biological Museum, Prins Eugens Art Gallery, and Rosendal Palace (see [map of museums](https://drive.google.com/open?id=1fKEkLhFYfu5zulHytuRBm-xv-8U&usp=sharing)) |
| **Tues, July 11**  **Stockholm Pass, Day 2** | **9:00am** from Odenplan T subway station, make your way to Kungstradgarden T, and pick up your [under the bridges tour](http://www.stromma.se/en/stockholm/sightseeing/sightseeing-by-boat/under-the-bridges-of-stockholm/) ticket from Stromma terminal for tonight’s 6:00-8:15pm tour, can sell out, so do this first  **10:00am** while in the area, consider taking in some of the attractions in the Ostermalm and Norrmalm areas, including the Swedish History Museum, Swedish National Museum of Science and Technology, Army Museum, Maritime Museum, three World Cultures Museums (Ethnography, Mediterranean/Near Eastern, Far Eastern), Hallwyl Museum, Modern Art Museum, National Museum, Dance and Movement Museum, and Stringberg House (see [map of museums](https://drive.google.com/open?id=1fKEkLhFYfu5zulHytuRBm-xv-8U&usp=sharing))  **6:00-8:15** under the bridges tour with group (pick up ticket in the morning from harbor, included with Stockholm Pass) |
| **Wed July 12**  **Stockholm Pass, Day 3** | **9:00am** from Odenplan T subway station, make your way to Gamla Stan T, take in some of the attractions on Gamla Stan and Sodermalm Islands, including: Nobel Museum, Royal Palace, Royal Armory, Royal Coin Cabinet, Parliament, Museum of Medieval Stockholm, Fotografiska, Stockholm City Museum, and Stockholm Transport Museum (see [map of museums](https://drive.google.com/open?id=1fKEkLhFYfu5zulHytuRBm-xv-8U&usp=sharing)); also, a guided walking tour of Gamla Stan is available with the Stockholm Pass; also, there are two shopping streets of interest on Gamla Stan (Vasterlanggatan) and Sodermalm (Gotgatan) with several T stations available along Gotgatan that will take you out to the Ericsson Globe SkyView attraction partially covered by Stockholm Pass  **7:00-11:00pm** optional evening meetup at [Grona Lund](http://www.gronalund.com/en/) for anyone interested |
| **Thurs July 13**  **Stockholm Pass, Day 4** | **8:30am** group leaves hotel together, from Odenplan T to Kungstradgarden T, pick up tickets from Stromma terminal for 60 minute boat cruise to [Drottningholm Palace](http://www.kungahuset.se/royalcourt/visittheroyalpalaces/drottningholmpalace.4.396160511584257f218000368.html) where we will take a tour of the palace and grounds (tours leave approximately every 30 minutes starting at 10)  **TBD** multiple returns from palace every 30 minutes, return when you are ready and hit some other attractions in Stockholm |
| **Fri July 14**  **Stockholm Pass, Day 5** | **8:30am** group leaves hotel together, from Odenplan T to Centralen T  **9:00** pick up tickets from Stromma terminal Stadshusbron for two-hour cruise to [Birka Viking site/island](http://www.birkavikingastaden.se/en/about-birka/)  **10:00** departure from terminal for Birka  **12:00** arrival and tour of Birka  **3:30** departure from Birka to Stockholm  **5:30** arrival back in Stockholm |
| **Sat July 15**  **Class 5, Stockholm** | **9:00-9:30am** cultural reflections 3, travel writing read-aloud/sharing (Stockholm Pass 1-2-3, Drottningholm, Birka)  **9:30-10:00** cultural collections 2, add your description/photo of [Stockholm museum](http://tinyurl.com/jcgamue) to collaborative collection, discuss cultural lessons learned at museums around Stockholm  **10:00-11:15** dedicated time to work on cultural collections 3, Swedish History, in MyHistro, add events, photos collected, embed on Weebly portfolio  **11:15-12:00** sharing out MyHistro timelines  **12:00-1:30** lunch break  **1:30-2:30** cultural reflections 4, pick one of the writing into the day writing forms and prepare a written piece based on Sweden, merge text and collected images in Pixlr, embed collage on Weebly portfolio  **2:30-3:00** sharing out writing into the day Pixlr’s, discuss most appropriate writing forms for cultural reflection, other forms  **3:00-3:45** group viewing of [Teachers TV, How They Do It in Sweden](https://www.youtube.com/watch?v=FofjbSdsgq4), discussion of Swedish education system prior to dept of education tour during class 6  **4:00-5:00** for those interested, optional walking tour of nearby leading university, KTH Royal Institute of Technology |
| **Sun July 16**  **Coach Trip 1**  **North of Stockholm** | **8:00-8:45am** driving to [Roserberg Palace](http://www.kungahuset.se/royalcourt/visittheroyalpalaces/rosersbergpalace.4.396160511584257f218000732.html)  **9:00-10:15** private 45-min guided tour, outside regular hrs.  **10:15-11:00** walk grounds on own, gift shop  **11:00-11:30** driving to village of [Sigtuna](http://www.visitstockholm.com/en/see--do/excursions/sigtuna/)  **11:30am-2:00pm** lunch and walking village  **2:00-2:30** driving to [Skokloster Castle](http://skoklostersslott.se/en/visit/castle)  **2:30-4:00** guided tour  **4:00-5:00** walk grounds on own, gift shop  **5:00-6:30** return to Stockholm |
| **Mon July 17**  **Coach Trip 2** | **8:30am** we’ve set aside time this morning for you to visit a nearby launderette and wash clothes (launderettes in Stockholm are typically only open weekdays during limited business hours, so washing clothes in the evening is not possible)  **1:00pm** afternoon four-hour outdoor tour/hike ([Vain Vikings](https://ourwaytours.com/our-tours/tour/vain-vikings/)) |
| **Tues July 18**  **Class 6, Stockholm** | **8:30-9:00** cultural reflections 3, travel writing read-aloud/sharing (Roserberg, Sigtuna, Skokloster, Vain Vikings)  **9:00-9:45** cultural collections 1, dedicated time to add pins to collaborative Google Map  **9:45-10:15** sharing out pins and cultural findings  **10:15-10:30** break  **10:30-11:15** cultural collections 4, dedicated time to finish building out Voicthread collections  **11:15-12:45** sharing out Voicethread collections and cultural lessons, commenting on one another’s collections  **12:45-1:45** lunch break  **1:45-2:30** depart hotel for [Stockholm University](http://www.su.se/teacher-education/2.12309/teacher-education-programmes-1.44750) for guided tour with faculty member Stefan Ekecrantz (taking bus and metro)  **2:45-4:15** touring Stockholm U. and Department of Education, discussion of Swedish teacher preparation, Swedish school system, and higher education system  **4:15-6:00** optional visit to [Natural History Museum](http://www.nrm.se/en/16.html) for anyone interested (free), which is located just in front of Stockholm University’s Department of Education  **evening** teachers are welcome to fly out of Stockholm this evening for free days if they wish to get to a secondary location, but please do not make flight arrangements before 6:30pm as it will be difficult for you to get to the airport on time |
| **Wed July 19**  **Thurs July 20**  **Free Days** | free days   * for the adventurous--cheap flights available to nearby Copenhagen, Helsinki, or Tallinn (spend one-two nights) * for the semi-adventurous--consider taking the train north of Stockholm to the riverside town of [Uppsala](http://www.destinationuppsala.se/en/To-do/Uppsalas-definite-must-dos/) with castle, cathedral, gardens, and more (day trip) * for the tired--stay in Stockholm, for those staying behind, we will arrange ourway tours in town such as the [Scandinavian design](https://ourwaytours.com/our-tours/tour/scandinavian-interior-design/) tour and/or a [Biking](https://ourwaytours.com/our-tours/tour/green-treasures/) or [Segway](https://ourwaytours.com/our-tours/tour/sodermalm-by-segway/) trip |
| **Fri July 21**  **Class 7, Stockholm** | **9:00-9:45** cultural reflections 3, travel writing read-aloud/sharing (Free Days 1-2-3-4-5-6)  **9:45-10:30** cultural connections 2, introduction to duologue writing form, preparing scripts from experienced conversations in Sweden  **10:30-10:45** break  **10:45-12:00** moving duologue scripts into GoAnimate, sharing out stories/conversations  **12:00-1:30** lunch break  **1:30-2:30** cultural reflections 5, intro to meme forms, building Swedish memes  **2:30-3:30** critical literacy activity, debriefing memes  **3:30-4:00** program evaluation |
| **Sat July 22**  **Coach Trip 3**  **West of Stockholm** | **8:00-9:30** driving Stockholm to [Tullgarn Palace](http://www.kungahuset.se/royalcourt/visittheroyalpalaces/tullgarnpalace.4.396160511584257f2180001142.html)  **9:30-10:45** private 45-min guided tour, outside regular hrs.  **10:45-12:00** walk grounds on own, gift shop  **12:00-12:45** driving Tullgarn to village of [Mariefred](http://www.visitsormland.com/en/174535/Mariefred-tourist-office/)  **12:45-3:30** lunch on own and free time to walk village  **3:15-4:00** guided 45-min guided tour of [Gripsholm Castle](http://www.kungahuset.se/royalcourt/visittheroyalpalaces/gripsholmcastle.4.396160511584257f218000856.html), outside regular hrs.  **4:00-4:45** walk grounds on own, gift shop  **5:00-6:00** return to Stockholm  **7:00pm** for those interested, optional final group dinner near hotel |
| **Sun July 23**  **Departure** | **by 11:00am** check-out of Best Western Plus Time Hotel, participants make own arrangements with local transportation (we suggest SuperShuttle) to catch return flights from Stockholm-Arlanda (ARN) airport |

**Brief Explanation of Projects:**

|  |  |
| --- | --- |
| Cultural Connections Project 1: Global Collaborative Project | |
| Description: | In the spring before traveling abroad (January-May), each teacher will carry out a global collaborative project between one or more of their classes and an international class or person (ideally in Sweden, but other Nordic countries such as Norway, Iceland, Denmark, and Finland will be fine). Types of projects and strategies for connecting and collaborating will be shared in the first class. |
| Where to turn in: | Similar to their application video, each teacher will be expected to make a short 3-4 minute video that summarizes the project they conducted, technologies used, cultural lessons their students learned, and any educational lessons they learned. If the video can include video clips of their students collaborating or examples of project work they completed, even better. The video can be posted to a shareable site like YouTube, and embedded on the teacher’s Weebly portfolio page set up for this program. |
| When to work on and turn in: | Teachers should identify an international classroom or person to collaborate with as soon as possible, but no later than January. http://epals.com is a recommended site to set up a free profile and search for partner teachers to connect with in Sweden, Norway, Finland, etc. Between January and May, the teacher will carry out their project. In class on May 20, they will present their video to the class. |
| How this project can tie into your self-selected cultural theme: | The topic for your global collaborative project could potentially tie into the cultural theme you have selected to focus on. For example, if you want to focus on the theme of how Sweden provides support for urban parks, you may ask your students to research that same topic and collaborate with a class or ranger in Sweden to compare U.S. and American parks. |

|  |  |
| --- | --- |
| Cultural Connections Project 2: Scripted Duologue (integrated with GoAnimate) | |
| Description: | Each teacher will write a short script that represents a revealing conversation they had with an international person while in Sweden connected with their self-selected cultural theme. Seek out someone who will know something about your theme (e.g., a particular museum docent). The script will be used to create a short animated movie. |
| Where to turn in: | Teachers will be given a log-in ID and password for our class GoAnimate account. Once their animations are published, the instructor will place teacher video files in a public folder for them to download. Video files can then be re-published to YouTube, and embedded directly onto the teacher’s Weebly portfolio page set up for this program. |
| When to work on and turn in: | Time has been set aside to work on this activity in class on July 21st. |
| How this project can tie into your self-selected cultural theme: | If you have decided to focus on the cultural theme of Swedish arts, you may find yourself visiting an art museum or Swedish gallery during your time in Stockholm, and speak with some docents or artists about this theme. One of these conversations could be represented in your GoAnimate piece. |

|  |  |
| --- | --- |
| Cultural Collections Project 1: Swedish Culture Map (integrated with collaborative Google Maps) | |
| Description: | Dr. Oliver has set up a [collaborative Google Map](https://drive.google.com/open?id=1X5-qRaHNj1vzSaZfhvh12taze-M&usp=sharing) that allows teachers to pin text and photos about elements of Swedish culture they are learning about while in Sweden (e.g., design economy, Swedish education, Swedish families). Unlike other projects that tie specifically to your self-selected theme, this project gives you an opportunity to share examples of culture more broadly. As teachers travel around Stockholm and Sweden, they should use their smart phone or mobile device to document examples of Swedish culture. Back in the classroom, teachers will contribute a minimum of five pins to the collaborative Google Map with images and annotations. Annotations should be informative with some facts about the image shared and how it represents Swedish culture. |
| Where to turn in: | This project does not get posted on the teacher’s portfolio page, but rather goes directly on the shared Google Map available from the class resources page. Each teacher is expected to contribute at least five pins to the collaborative map. |
| When to work on and turn in: | We will work with Google Maps in Raleigh before we leave for Sweden, and practice adding pins to a shared Google Map on April 22nd. In Sweden, teachers can complete this project using dedicated time on July 18th (class six). You will be asked to share the pins you added to the map and what you have learned about Swedish culture. |

|  |  |
| --- | --- |
| Cultural Collections Project 2: Tour Guide (integrated with History Pin) | |
| Description: | This project teaches you about HistoryPin as a tool for groups or communities to curate historical collections. We will practice with HistoryPin in Raleigh by curating a tour of historic buildings on NC State's main campus, and continue using HistoryPin in Stockholm by curating a tour of museums. You will conduct research on sites, capture photos and video while visiting the sites, write about the site, and add a pin to our curated tours in HistoryPin. |
| Where to sign up: | Start by signing up for the sites you want to research, visit, photograph, and write about. Our sign up sheet is here: <http://tinyurl.com/hmyceob> |
| Where to turn in: | Add your pins to our NC State main campus collection here: <http://tinyurl.com/zaswpzw>  Add your pins to our collection of Stockholm museums here: <http://tinyurl.com/jcgamue> |
| When to work on and turn in: | We will work on our NC State tour during the May 20th class. Teachers should plan to visit their selected museum during the first five days in Stockholm when they have a Stockholm Pass. Most museums are free to visit with the Stockholm Pass. Time has been set aside during our first class in Stockholm on July 15th to add your pin to our curated tour of museums in HistoryPin, and to discuss the cultural lessons you learned at your museum of choice. |
| How this project can tie into your self-selected cultural theme: | Stockholm has an amazing number of museums that focus on dozens of topics. In fact, you could probably look at the sign-up sheet above to identify a cultural theme to focus on based on the topics these museums focus on. You may be able to find a museum that has an exhibit or a comprehensive focus on your cultural theme. For example, if you are focusing on Viking culture as your self-selected cultural theme, the Nordic or Sweden National museums will likely have some exhibits you can learn from to help you with your different projects. So you should “sign up” to visit and review one of those museums for this Tour Guide project. |

|  |  |
| --- | --- |
| Cultural Collections Project 3: Swedish History (integrated with MyHistro Timeline tool) | |
| Description: | Each teacher will create a historical timeline that represents a historic site visited in Sweden, a Swedish historical figure, a Swedish time period, or other. Facts and images should be collected during free days around Stockholm or while on any of our excursions before the July 15th class. Teachers can pick any site or person they are interested in chronicling. |
| Where to turn in: | Teachers will create an account in the MyHistro tool and develop their timeline with at least six dates with images and expository annotations. Teachers should grab the embed code and place their timeline on their Weebly portfolio. |
| When to work on and turn in: | Teachers will need to identify a cultural theme they would like to chronicle in advance of traveling to Sweden. We will discuss the cultural element teachers intend to timeline before departing for Sweden during our fourth class on June 17th. On June 17th, teachers should be prepare to share what they intend to timeline and how/where they intend to collect info and photos to build out their timeline. In Stockholm, teachers should visit appropriate sites/museums that may have info pertinent to their timeline (perhaps during the first five days in Stockholm, or when on one of our group excursions before July 15th), take notes or voice annotations on their mobile device or smart phone about historic facts, dates, and details, and also capture as many photos as allowed. With all of this information and media gathered, time has been set aside to work on timelines in class on July 15th. |
| How this project can tie into your self-selected cultural theme: | If you are focusing on a cultural theme like transportation, use your timeline to research and share key dates related to it. When did Stockholm begin its comprehensive subway system? Were there key decisions related to connecting with other Nordic countries via rail and ferry? Use your timeline to report some key events related to your theme. |

|  |  |
| --- | --- |
| Cultural Collections Project 4: Curated Collection of Objects (integrated with Voicethread) | |
| Description: | This project gives each teacher a chance to curate a collection of ten objects tied to a self-identified theme they would like to explore at depth while in Stockholm (e.g., a science teacher might be interested in how plant species have adapted to Sweden’s northern latitude; a PE teacher might be interested in popular Swedish sports and recreation activities; an English teacher might be interested in Swedish literature). Teachers will collect photos, videos, or audio recordings representing a curated collection of ten objects, place these objects in a Voicethread presentation, orally annotate each object to tell the viewer what it represents about society and how it connects with cultural practices and perspectives, and share their collection. Objects must be original items the teacher has captured, not photos someone else has posted online. |
| Where to turn in: | Teachers can “share” their Voicethread by copying the embed code and embedding their presentations on their Weebly portfolio page. We hope this collection is something you will want to share with your students when you get home. You may even want to take your photo with some of the objects you capture. |
| When to work on and turn in: | Teachers will need to decide what cultural theme they wish to collect media about before departing for Sweden, and share this with the class during our fourth meeting on June 17th. At that meeting, teachers should discuss what they intend to curate and how/where they intend to collect info to build out their collection (specific museums, sites, shops, etc.). It may be helpful to look at the Stockholm Pass Web site for what museums and attractions are available when deciding on a theme to curate. Plan to visit a few sites that might have objects for you to capture and learn something about during our first five days in Stockholm on the Stockholm Pass. Objects can be collected the first five days in Stockholm (July 10-14), or during group excursions before our sixth class on July 18th. Teachers can start working on their Voicethread at any time in Sweden, but some time has been set aside on July 18th to work on these collections in class and share your completed collection with peers. While you are sharing your collection, peers will be able to add their own comments and reflections to the items you have curated using Voicethread commenting tools. |
| How this project can tie into your self-selected cultural theme: | This project can directly tie to your self-selected cultural theme. It gives you a chance to represent it at depth as a series of representative objects with oral annotations that explain to the class what you’ve found out about your theme. This project is not that different from cultural collections 1 (Google Map), except for the notion of “collection” and presenting a set of objects that make sense together. On the shared Google Map, you were free to post any element of Swedish culture, but here you should focus on one element and representative incidences. |

|  |  |
| --- | --- |
| Cultural Reflections Project 1: The Last Word on Swedish Education (integrated with Weebly) | |
| Description: | Teachers will read assigned readings on Swedish Education and per [*The Last Word* response format](http://www.theteachertoolkit.com/index.php/tool/save-the-last-word-for-me), make note of at least three quotes in each text to discuss in small groups in class two on April 22nd. After April 22nd, teachers should post a short reflection on Weebly referencing what they have learned about the Swedish education system from the readings and discussion. |
| Where to turn in: | Teachers should post their reflection directly on their Weebly portfolio page. |
| When to work on and turn in: | Teachers should read the assigned readings on Swedish education between our December 10 and April 22 classes, and note at least three points/quotes per article as described in [*The Last Word* response format](http://www.theteachertoolkit.com/index.php/tool/save-the-last-word-for-me). Teachers will discuss the readings in small groups on April 22 and post a follow-up reflection on Weebly after class. |

|  |  |
| --- | --- |
| Cultural Reflections Project 2: Swedish Book Club (integrated with GoodReads) | |
| Description: | Teachers will select a Swedish text to read from the options provided by Dr. Wiseman on April 22nd. Teachers should read their text and be prepared to discuss during the third and fourth classes. Before May 20, teachers should sign up for an account on GoodReads (<http://www.goodreads.com/>), and read others’ reviews of their selected text. |
| Where to turn in: | After class on June 17, teachers should post their own review of the text they read on GoodReads, and copy and repost their review on their Weebly portfolio page. |
| When to work on and turn in: | The text should be read and will be discussed in the May 20 and June 17 classes. The review should be posted on GoodReads after the June 17 class. |

|  |  |
| --- | --- |
| Cultural Reflections Project 3: Nonfiction Travel Writing about Site Visited (integrated with Blog) | |
| Description: | Each teacher picks one excursion or travel day to summarize as a travel writing piece on the class travel blog. The travel writing genre and examples will be discussed in class. Teachers will share and read aloud their travel writing piece on the class day immediately following their selected excursion or travel day (e.g., if you pick Roserberg Palace to summarize during our visit on July 16, you will be expected to have your travel writing piece completed by the next class July 18 to read aloud). |
| Where to sign up: | Available sites for travel writing have been pre-selected tied to the places we will be visiting in Sweden. Enter your name to “claim” a site to write about: <http://bit.ly/1hdcbmO> |
| Where to turn in: | Our class Weebly site has a blog page that everyone can edit. You will add a new entry to the blog page with your travel writing piece. Please include relevant photos to add interest to your travel writing piece. |
| When to work on and turn in: | Examples of the travel-writing genre will be introduced in the fourth Raleigh class on June 17th. In Sweden, this assignment is completed as homework on your own time, immediately following your selected date. Note, this is the only “homework” piece during our time in Sweden, most other projects have dedicated time on class days to finish your work. |
| How this project can tie into your self-selected cultural theme: | Some teachers may be able to identify sites on the sign-up sheet that tie into their selected cultural theme. For example, if you are focusing on Swedish royalty as your cultural theme, you might want to sign up to do a travel writing piece on Drottningholm Palace, home of the Swedish royal family. |

|  |  |
| --- | --- |
| Cultural Reflections Project 4: Writing Into the Day (integrated with Pixlr) | |
| Description: | Our four Raleigh classes will begin with “writing into the day” or short writing activities that teachers can easily connect to culture in their own classrooms (e.g., post cards home, bio poems, where I’m from poems). Teachers will select one of more of the writing forms they learn about and prepare a written piece tied to Swedish culture. For example, you may use the post card home format to prepare a post card that could be sent back home. Or you may use the bio poem format to prepare a bio poem about a famous Swede. After writing their short piece, teachers will use the Pixlr tool to create a multimodal collage that combines their text with relevant images. |
| Where to turn in: | Teachers are not expected to turn in all of their writing into the day pieces completed in Raleigh, these are just in-class activities to introduce you to different writing forms that can be connected to culture. Some of these forms could be useful in global collaborative projects (e.g., students sharing where I’m from poems across cultures with follow-up discussion of difference). Teachers are expected to turn in their selected writing into the day piece about Swedish culture by posting their Pixlr collage on their Weebly portfolio. |
| When to work on and turn in: | Teachers will learn about different writing into the day forms during the four Raleigh classes. Teachers will select one form to reflect in writing on Sweden during class five on July 15. This writing will be merged with images using the Pixlr tool and posted on teachers’ Weebly portfolio pages. |
| How this project can tie into your self-selected cultural theme: | If your self-selected cultural theme is on “immigration,” you could create a bio poem about a famous Swede who championed support for immigrants’ rights. |

|  |  |
| --- | --- |
| Cultural Reflections Project 5: Impressions of Sweden Memes (integrated with Meme Generator) | |
| Description: | Your goal for this assignment is to prepare two Sweden-themed memes that illustrate your growing understanding facets of Swedish culture experienced abroad. The meme genre will be discussed in class with examples. |
| Where to turn in: | Teachers will use imgFlip Meme Generator to create their memes (<https://imgflip.com/memegenerator>), then save the .jpg image files and post them on the class meme wall here: <https://padlet.com/kevin_oliver/gctym6mblv2m> Posted memes on Padlet should include a short typed annotation that explains the cultural reference, since it might be lost in translation for someone who doesn’t understand the facet of culture you are referring to. |
| When to work on and turn in: | This activity will be completed in class on July 21st. |
| How this project can tie into your self-selected cultural theme: | It is possible that the memes you create about Swedish culture could be representative of your self-selected cultural theme. If you are reflecting on the cultural theme of Swedish design, for example, you might choose the Willy Wonka meme “tell me more about...” to relay the insight you came to that Swedish furniture design is commonly modern with straight lines and not at all frilly (i.e., “tell me more about the frilly ornamentation in Swedish design”). |