


Introduction to the Global Collaborative Project




Kevin Oliver, Associate Professor
Digital Learning & Teaching Program
NC State University, College of Education



Cultural Connections Project 1

- schools closed in summer when we travel overseas, so we added a "connections" project to introduce teachers first-hand to Swedish education system and educators in spring before travel
- asking teachers to complete a cross-classroom project with a Swedish (or other Nordic) teacher
- today we hope to provide you with:
 - the rationale for global collaboration
 - types of projects you might consider
 - an intro to technologies that can support global projects
 - an intro to sites that can help you connect with international teachers




Establishing the Rationale


7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- explore local and global issues and use collaborative technologies to work with others to investigate solutions.



- ICT Rationale
- Understanding Difference Rationale
- Soft Skills Rationale
- Issues-Based Rationale



Establishing the Rationale


- global awareness listed as one of five interdisciplinary 21st century themes to weave into core subject instruction (P21)

Global Awareness

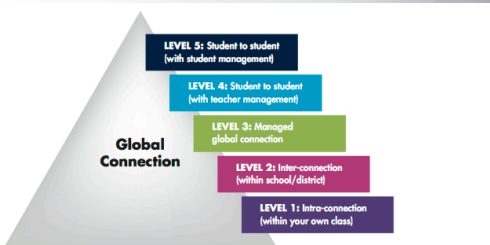
- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Note, same rationale for inclusion:


- ICT Rationale
- Understanding Difference Rationale
- Soft Skills Rationale
- Issues-Based Rationale



Project Types



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Project Types: Level 1

- Level 1 (intra-connection within own classroom): helps prepare students for more advanced collaboration; start by co-editing wikis and collaborative Google documents, asynchronously commenting on one another's Voicethreads and blogs
- students may sit face-to-face at first, but eventually ask them to sit across the room from each other and begin to build online communication skills needed in geographically dispersed projects

Project Types: Level 2



- Level 2 (inter-connection within the school or geographic area), a teacher creates a project in which students from different classes or different schools in the district connect
- as students are in different classes/schools, they must rely on asynchronous or synchronous communication modes (e.g., discussion forums, document commenting, chats)
- these projects have a global feel, although they are not and students tend to be more homogenous than they would be in a real global project

Project Types: Level 2



- math talk, high school students across classrooms use common wiki to share personal representations of math concepts by embedding GeoGebra animations and Jing screencast videos on wiki to explain their thinking (Lazarus & Roulet, 2013)

Project Types: Level 3



- Level 3 (managed global connection), teachers join a project someone else has planned out with detailed lessons and resources available
- in many managed projects, student-student connection is limited, and the teacher may upload student work products to share
- Alternate Reality project (iEARN), students exchange photos of each other, Photoshop global peers into scenes around their school, write captions about what life would be like for them in their school, send composites back to partner school and engage in a discussion

Project Types: Level 3



- Lunch Box Project, students communicate what they eat for lunch in their school with other countries, share the ideal healthy lunch with instructions or video of how to prepare, then students attempt to make the lunch of another country and share the result (<http://lunchboxproject.wikispaces.com/>)
- Read Around the Planet, students read aloud/ share stories they've written with international peers using videoconferencing technology (McDermon, 2010)

Project Types: Levels 4-5



- Levels 4 and 5 (student-to-student connections, either teacher-managed or teacher-facilitated), the teacher plans a project in which students engage with global peers on an individual basis
- a level 4 project tends to be more teacher-directed with students tasked to complete certain activities or placed in certain roles
- elementary students paired with a global partner in Edmodo, collaboratively write "poems for two voices," then create a Voicethread with both persons reading aloud sections of their poem (Richardson, 2012)

Project Types: Level 5



- a level 5 project tends to be more open-ended with students working on project teams, setting their own rules, with teacher facilitation
- students from two global classes placed in small groups, research businesses and publicly traded stocks in each other's countries, co-develop a mock portfolio using a set budget, and track progress against other groups
- students from two global classes placed in small groups, research and co-edit a wiki on appropriate responses to climate change

How to Connect: GSN

- Global SchoolNet (globalschoolnet.org) includes an existing project registry to search, with a filter to look for projects that are currently accepting new registrations; or, start a new project

4. Neighborhood of the World (#3928)

by Sharon Kende

Dates: 07/25/14 to 07/25/17

Ages: 5 - 19 Years

Project Level: Basic Project

Project Summary: This project is a cultural exchange project. Students send and view drawings of architectural artworks from different regions of the world. The idea is to teach children about architectural styles, and, hopefully, help children from different points of the world forge new friendships. The mascot is an owl. He will do much of the talking as new photos are added. Students are expected to research architectural styles and find examples of a specific style in their neighborhood or one next door. There will be an interactive game on the site, date of installation TBA, which allows them to look at parts of a building and how they are put together. There will be a section for the student to register by selecting their country and typing in the architectural style.

Curriculum Areas: Arts; Multicultural Studies; Social Studies; Vocational Education;

Collaboration Types: Information Exchange; Intercultural Exchange; Global Classroom; Information Society;

Technology Types: Email; List server; Graphics: photo,draw,paint; Digital Portfolios; Web-published;

How to Connect: ISTE

- ISTE has a global collaboration PLN that its members can join, with an active message board with frequent projects/resources shared, <http://connect.iste.org/communities/community-home/digestviewer?GroupId=229>
- this community co-edits a Google sheet with a listing of existing collaborative projects you can join: <http://tinyurl.com/ISTEglobalplnsheet>

| | | | | |
|--------------------------------|---|------------------|-------------------------|------------------------------------|
| The Poetry School | http://ecolopoetique.ring.com/ | Prep and upwards | 6 to 20 years and older | |
| The Global Hello Project | http://globalhello.wikispaces.com/home | prep to 6 | 5-11 years | Saying hello across the world |
| The Global Lunch Table | http://theglobalhunchtable.wikispaces.com/ | prep to 8 | 5 - 14 years | Comparing lunches across the world |
| The Student Blogging Challenge | http://studentchallenge.edublogs.org | prep to year 10 | 5-16 years | Global blogging challenges |

How to Connect: GVC

- Global Virtual Classroom lists some sample projects its partners can engage in (3) (e.g., contributing an entry to a group wiki on Holocaust remembrance)
- GVC will create a school listing for you, and you can browse existing partner schools to look for collaborators (4/5) <https://gvc-clubhouse.wikispaces.com/Schools>

How to Connect: iEARN

- International Education and Resource Network (iEARN) provides a fee-based platform (\$100/teacher, \$400/school, per year) with a collaboration center and monthly newsletter
- search for groups actively collaborating around a pre-designed, facilitated project (3), or search for individual educator partners (4/5)

| Groups | Media | Educators | Search All |
|---|--------------------------|----------------|----------------------------------|
| Projects/Groups | Images, Videos, Files... | Find a Teacher | Teams, Music, Groups & Educators |
| Keyword(s) <input type="text"/> Search groups | | | |

- free to search for projects to see what is available, but you must pay fee to join projects

How to Connect: iEARN

OF2 - Our Footprints, Our Future

This project is all about reducing our Carbon footprint for a better world to live.

Home
News
Gallery
About/Resources

Countries Participating

Australia, Bahamas, Canada, India, Iran, Iraq, Israel, Morocco, Pakistan, Russia, Saudi Arabia, Singapore, Taiwan, Tunisia, United Arab Emirates, United Kingdom, United States, Yemen

Group Facilitators

math sheath

OF2 - Our Footprints, Our Future

"OF2: Our Footprints, Our Future" is an international initiative that encourages students to make resolutions to do good for themselves while taking care of their community and environment that can change the life styles and result in promoting earth-friendly habits and deeds in their everyday lives. Youth from around the world use online tools and calculators to measure their carbon footprint and motivate other youth by drawing their attention towards environmental issues and participate to create a healthy, sustainable environment.

Through the OF2 project, students can input data about their lifestyles into a unique online youth calculator developed by Zerofootprint.net that has been adapted to recognize different cultural and socio-economic settings, housing, modes of transportation and food consumption. Students discuss how their lifestyle affects climate changes around the world.

Read more >

Recent Media

Recent Group News

No news for this group

How to Connect: CILC

- CILC (Center for International Learning and Collaboration) has a free collaboration center where you can search for partners, <http://cilc.org>

| | |
|----------------------------|---|
| Status | Seeking Partners |
| Contact Information | Yelena Yerushenko Education: Teacher Lycium Education: High School Novopolotak, Vitebsk Belarus Phone: 81214538796 hungern@yandex.ru |
| Objective of Collaboration | A high school from Belarus is looking for schools from English-speaking countries to communicate and share cultural experience with. |
| Time Frame | January 2016 - May 2016 |
| Target Audience | Education: Ages 15-18 |
| Disciplines | Foreign/World Languages, Gifted & Talented, International, Language Arts/English, Problem Solving, Social Studies/History |
| Collaboration Technology | Other: exchanging e-mails, video messages, photos, etc. Videoconference - Webcam/Desktop (Zoom, Skype, Chat, FieldTripZoom, Vido, MovJabber, Blue Jeans, etc.) |

How to Connect: CILC

- view posted projects for project ideas
- find posted projects with certain grade levels, countries

Kinder students on Twitter
I am looking for Kindergarten classes to collaborate and tweet with my 4 Kindergarten classes. We would love to tweet with you about what we are learning, about our day, things we like and stuff that is going on. Would tweet with any classes interested. Would ...
Status: Seeking Partners
Audience: Education: Kindergarten

English in the World
I am interested in any idea to develop a collaboration project on longer terms. The students I have in consideration are from a Swedish social science class aged 17. They are very open minded and interested in collaborating with an American class, preferably ...
Status: Seeking Partners
Audience:

Fifth Grade Inquiry Project
My students are getting ready to begin a 5 week long inquiry project. They are choosing a topic, researching, writing about it, and at the end they will create a "seminar." This is based on the Lucy Calkins model (information reading / writing) and I am look...
Status: Seeking Partners
Audience: Education: Grade(s): 4, 5, 6

How to Connect: ePals

- ePals.com provides a free, powerful search/filtering system to find other global teachers partners

The screenshot shows the ePals search interface. On the left, there are filter panels for Country (Norway, Sweden), Student Age Range (3-19), Languages Spoken (English), Average Class Size, and Subjects (History). The main area displays a grid of teacher profiles, each with a name, country flag, subjects, and a 'CONNECT' button. Profiles include Susanna J (Sweden), Tonje U (Norway), Nikola L (Sweden), Karolina K (Sweden), Ingrid W (Norway), and Anita G (Norway).

How to Connect: ePals

The screenshot shows the profile for Susanna J, a teacher from Sweden. Key details include: Country: Sweden; Grades Taught: High School; Student Age Range: 11-13; Type of School: Other; Name of School: Södertörns Friskola; Subjects: Social Studies, History, English/Language Arts, Language Learning; Specializations: English Language Learning; Languages: English; Average Class Size: 21-30. A 'CONNECT' button is highlighted with an arrow.

2016 Partners and Projects

- 12 of 15 teachers responded to a post-survey about their collaborative project
- teachers found partners in Finland (n=7), Sweden (n=3), Denmark (n=2), Canada (n=1), Egypt (n=1), Norway (n=1), South Korea (n=1), Turkey (n=1), and Ukraine (n=1)
- projects typically took one of two forms: sharing cultural information with a discussion of differences, or pen pal projects with solicited conversational topics or sharing of personal artifacts with a peer (level 4 for the most part)

2016 Project Foci

six projects had a comparative focus where each school would share something specific from their culture with follow-up conversations about represented differences:

- students shared folktales from their country with a tool like KidBlog, and then commented on one another's posts to discuss the different cultural values and traditions represented
- students shared school lunch options as Google Slides and discussed differences in nutritional value
- students created VoiceThread presentations about their respective schools to share with a partner class

2016 Project Foci

six teachers assigned international pen pals to their students for correspondence:

- students discussed violations of the Universal Declaration of Human Rights and solicited opinions from their pen pal in another country regarding potential solutions
- pen pals shared personal artifacts such as "Where I'm From" poems that were recorded in a student's voice with images captured as Prezi presentations, and art work between two Christian schools that was reflective of the quote "God is Our Refuge" in depicting childrens' personal refuges or safe places

Video Excerpts



teachers created short summary videos about their global projects; some excerpts illustrate the types of projects they engaged in and technologies used:

<http://swedenccr.weebly.com/collaborative-project-excerpts.html>



Other Collaborative Technology



(Gill & Tonks, <http://goo.gl/MTIDJq>)

- co-editing virtual cork boards on prompted topic (padlet, lino, beeclip, dotstorming)
- group brainstorming/mind mapping (popplet, pearl trees, mind maple, procession)
- sharing and discussing images/video (voicethread)
- collaborative writing/authoring (mixedink, google docs, poetica, etherpad, wikis)
- synchronous whiteboards (stoodle, drawitlive, flockdraw, twiddla, screen leap)
- collaborative video editing (vyclone, wevideo, wirewax, watch2gether)

Other Collaborative Technology



(Gill & Tonks, <http://goo.gl/MTIDJq>)

- back channel chats (todaysmeet, chatzy)
- online polling (polleverywhere, participoll)
- synchronous meeting (google hangouts, zoom, anymeeting, big marker, meeting.io, tynchat, chatterous)
- asynchronous meeting (discussion forums, tackk discussion around posted content)
- both synchronous and asynchronous (twitter)
- social networks (fakebook, google groups)
- add to group-curated collections (history pin, google maps)

Findings: Supported Goals



- research skills: basic facts and figures about partner countries and their own country to share with international peers (e.g., local clues to give the other classroom during Mystery Skypes, North American folk tales); nutritional value in foods
- critical thinking/problem-solving: supported only minimally in our teachers' projects (e.g., offering solutions to combat human rights issues)
- creative thinking: designing original artifacts about their culture to share (e.g., media showcasing a town/school, video clips of dance performances/ ballgames, images of art work)

Findings: Supported Goals



- intercultural communication: practice in carefully selecting written words and projecting spoken words for peers who were just learning English; practice interpreting writing from and carefully listening to peers whose first language was not English; learning how to represent self through media; learning to respect difference...

One student giggled after reading the simple English of one of her pen pals. Another student reminded her that her Finnish would be considerably less understandable.

Findings: Supported Goals



- technology skills: students learned to prepare and share different media such as Google docs and slides, Voicethread, Prezi, and Lino boards; students prepared audio and video clips for peers with supplemental tools such as GarageBand, iMovie, MovieMaker, and the SnagIt screen recorder; shared writing between classrooms was supported with tools such as email, KidBlog, and Google docs
- significant gain also reported pre-post in terms of teachers' understanding of collaborative tools to carry out global projects (e.g., wikis, blogs, group docs), $t_{13} = -4.020$, $p < .001$

Findings: Cultural Understanding



among students:

- weather and geography in international locations, including hours of daylight at different latitudes
- similarities (common ground)--clothing styles, topics of conversation, sports, hobbies
- differences--cultural traditions such as storytelling, languages, holidays, and foods; education systems and length of school day, number of recesses, school lunches, world language learning
- how others view Americans

Findings: Cultural Understanding



among teachers:

- international school structures--smaller class sizes, more time for teacher planning with less meeting time and paperwork, more flexible hours with fewer hours of classes, and more recess breaks with many extracurricular activities after school
- international school resources--free lunches provided to students, less technology than U.S.
- how other cultures value education--teachers provided with opportunities for international professional development, importance of learning English to progress academically

Video Excerpts



teachers created short summary videos about their global projects; some excerpts describe the type of cultural understanding students developed through participation:

<http://swedencr.weebly.com/collaborative-project-excerpts.html>



Summary Student Reactions, 2016



- 68.3% of K-2 students and 65.3% of grades 3-12 students reported never participating in global collaboration prior to their 2016 project
- 90.8% of K-2 students agreed that they liked their project, and 91.7% liked learning with intl. students
- 81.9% of grades 3-12 students enjoyed working on their global project and 83.1% indicated they were interested in learning more about the people and country they collaborated with
- only 44.4% of 3-12 students reported their project addressed an important issue in their community

Recommendations



- general sharing of cultural information was a good place for teachers unfamiliar with global learning to start (pen pals, info exchanges)
- we encourage you to go beyond sharing a photo, video, or pen pal email about our culture and receiving comments
- try to encourage student-student collaboration and enhanced interaction on a joint project
- consider focusing on common issues to both countries (remember from standards--the issues-based rationale for doing global projects)

Recommendations



three forces shaping the planet (Mansilla & Jackson, 2011):

- flattened global economy, changing demands of work, need for understanding of markets, labor, demands of development
- global migration, increased exposure to cultural and language difference, need for understanding of how to coexist and work together
- climate instability, need for understanding of causes, impacts on habitats and health, and the role of policy and innovation to remediate

Recommendations

Global Environment
The social, environmental and economic impact of population growth, regional health issues, agriculture, water availability, climate change and natural hazards on countries of the world.

Global Geography
The physical, human and cultural geography of the world's regions.

Global Education
Educational institutions, educational access/ equity, literacy rates, funding, technology, higher education and rural education in the world's regions.

Global Economy
World economies and the social/political/ economic components of bartering, trade balances, fair trade, natural resources, technology and globalization in the world's regions.

Global Society
Cultural dimensions, stereotypes, ancestry, characteristics of the world's languages, regional sports/ leisure activities, religions, pop culture, multiculturalism and the role of social entrepreneurship.

Global Politics
Forms of government, voting/ rights, human rights, refugees issues, revolutions and terrorism in countries of the world.

(Partnership for 21st Century Skills, K-12 Global Competence Indicators)

Strong Support for Project

- one third of our teachers arranged to meet partner teachers when we visited Finland last July, hopefully solidifying friendships and future collaborations
- six teachers specifically mentioned the global project in survey comments as something that should "definitely" be kept as a "must do" part of this program

Your Project and Scope

- join a pre-existing project (level 3), or partner with a teacher and plan your own (level 4/5)
- Nordic/Baltic partnerships preferred, but northern Europe in general will be fine
- involve at least one of your classes, could range from 10-30 students; multiple classes are fine
- complete your project between now and our third class on May 20; document with images, video, and student products
- create a 3-4 minute video summarizing your project, embed on Weebly portfolio, will share on May 20
- research consideration

Getting Started

for the next 30 minutes:

- create an epals.com profile (free)
- search for teachers in Sweden who teach in your content area or general grade level
- pen an introduction to one or more teachers and send a request to "connect" your class with theirs in the spring; if they respond, you can work out details via email (you may need to send more than one request for connection--not everyone will respond)
- in a few minutes, we'll discuss what you found

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