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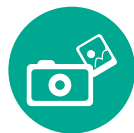
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MODULE ONE: INTRODUCTION TO iEARN AND GLOBAL COLLABORATIVE PROJECTS



1. What is virtual exchange?
2. Why should youth engage with their international peers in structured online activities?
3. How can I connect my students with their peers in other countries for meaningful communication and collaboration?

This resource is designed to guide teachers through the steps of planning and conducting an online, collaborative project with classrooms around the world. You will be introduced to global, project-based learning and collaboration through the International Education and Resource Network (iEARN).

EXPANDING OPPORTUNITY THROUGH VIRTUAL EXCHANGE AND GLOBAL PROJECT-BASED LEARNING

Students are keenly aware that it is in their best interest to understand global issues, engage with their peers worldwide, and gain the skills needed to find employment in today's global economy. Yet, while opportunities for international exchange are expanding rapidly in many countries around the world, only a small fraction of students currently have access to some kind of international experience.

Using the Internet and web 2.0 tools to provide connectivity, virtual exchange programs increase the number and diversity of students worldwide who have a profound cross-cultural experience as part of their education. The global reach of the Internet - has shown us that we can build local-to-global multicultural understandings of human

experiences across content areas including social studies, science, math, languages, history, and arts.

GLOBAL PROJECT-BASED LEARNING WITH iEARN

iEARN is a global non-profit network that facilitates cross-cultural interaction, global classroom projects, and new learning opportunities online. Through iEARN, students worldwide make meaningful contributions to the health and welfare of the planet by exploring real world issues and working collaboratively with local and global peers to find solutions.

“

I hope I can call myself a graduate of iEARN. It has truly impacted my life. I joined in high school. iEARN changed my perspective towards things - when there was a situation, I looked at it in terms of what I could do to help and not what I could do to gain. My participation in iEARN enabled me to learn how to use computers and enabled me to get my first job when I was out of school.

~ Jubilee, iEARN Student Alumnus, Uganda

“

“iEARN is providing us a window through which we can see not only others but be seen by others as well.”

~ Lockias Chitanana, iEARN teacher in Zimbabwe

Established in 1988 as a pilot project between schools in New York and Moscow, iEARN has grown into an international network of tens of thousands of schools in more than 140 countries, each organizing national programs, but operating with the same vision and purpose of supporting young people to make a difference in the world. The iEARN global network is now active in more than 30,000 schools and youth organizations and more than 2,000,000 students are engaged in collaborative project work. 21st Century Global Themes iEARN projects provide opportunities for students to research and collaborate with peers globally on themes that are important for 21st century classrooms such as health, environment, social entrepreneurship, empowering girls and young women, food security, civic education, conflict resolution and peace education, and literacy and education.

Curriculum-based projects

An iEARN project is a collaborative academic endeavor between two or more groups of students and educators in different parts of the world. iEARN projects take on many different forms, but most are rooted in the pedagogy of project-based learning. Most projects are process-oriented, but also result in some kind of end “product” that is shared between the participants. The projects are designed and facilitated by teachers and students in the iEARN network. All projects within iEARN

iEARN Global Project Themes



Health



Environment



Food Security



Civic Education



Conflict Resolution/
Peace Education



Literacy and Education



Social Entrepreneurship



Empowering Girls and
Young Women

“

“iEARN has made it possible for me to connect hundreds of students with their peers in other countries, to learn about real global issues that they will need to face together. This is the crux of it all- students learn by doing, and the essential task of our time is to learn to work together.”

~ Jennifer, Classroom Teacher, USA



can be adapted to fit participants particular curriculum and classroom needs and schedules. As education standards vary by state, country, and subject, there is no single model for project involvement.

In addition to connecting classroom education with local issues and meeting specific curriculum needs, every iEARN project must answer the question, “How will this project improve the quality of life on the planet?” This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.

“

The world of tomorrow, or I would say of today, is no more geographical boundaries...we really need to know each other, we really need to be tolerant of each other, really need to be understanding of each other’s practices, respecting the differences. I see iEARN as playing a pivotal role in making this happen.

~ Farah Kamal, iEARN-Pakistan Country Coordinator

Collaboration Centre

The curriculum-based projects are housed in iEARN’s Collaboration Centre (collaborate.iearn.org), an online platform that enables groups to make connections, participate in forum discussions, share media, and collaborate towards their final project.

The iEARN Collaboration Centre enables youth to learn with, rather than simply about the world, through interactive curriculum-based groups in which students are creating, researching, sharing opinions, and becoming global citizens.

“

If I had to define very shortly how iEARN contributed to my career, I would say that participating in iEARN activities helped me to develop the skills that I master today and which are essential to my work.

~ Jurga, iEARN Student Alumnus, Lithuania



HOW TO USE THIS GUIDE

This resource is designed to guide educators through the steps of planning and conducting an online, collaborative project with classrooms around the world. The guide includes nine modules to help you plan and develop a project experience for students. Each module includes reflection activities to develop your project plan and additional resources for you to further explore a topic.

You can follow the modules and activities in order to develop your project plan or reference specific sections to build on an existing plan. The modules will guide you through:

- Developing a project idea and selecting an iEARN project;
- Making a project plan;
- Building relationships with educators and students through digital dialogue;
- Using technology tools in your global project;
- Engaging the community in your classroom project;
- Presenting, exhibiting, and assessing student learning in global projects.



Search and view iEARN projects and join the online forums on the iEARN Collaboration Centre at:
[Collaborate.earn.org](https://collaborate.earn.org)

Read more about iEARN is the U.S. and around the world at:
www.earn.org



1. How do you currently engage students in current events and cross-cultural exchange?
2. What do you hope to gain from doing an online global project for both you and your students?



MODULE TWO:

21ST CENTURY GLOBAL THEMES AND PROJECT SNAPSHOTS



1. Where can I find examples of global, collaborative projects with iEARN?
2. Which 21st century global thematic units and projects match my subject curriculum?

Now that you know more about iEARN, it is time to think about how to get your students involved in a global collaborative project. There are several thematic units that enable classes to collaborate on topics of their interest while relating to established curriculum and global issues relevant in 21st century classroom. This module will provide you with some ideas of what a global project could look like in your classroom and highlights iEARN project examples.

FINDING AND JOINING PROJECTS

There are over 200 curriculum and thematic-based projects in iEARN that are designed and facilitated by teachers and students. Experienced teachers advise that you and your class start by getting involved in an existing project online, rather than trying to start a project of your own. Participating in existing projects is a great way to meet other potential partners and learn about the many different projects initiated by teachers and students throughout the world. Several resources will help you to find and get involved in current iEARN projects:

Project Search: Complete information about all iEARN projects can be found in the Projects Space of the iEARN Collaboration Centre. To find the collaboration spaces for the projects listed below, go to the project search page on the iEARN Collaboration Centre at collaborate.iearn.org/space-2 and search for the project title. Projects are grouped by

subject area to help teachers in their subjects of interest. Because of the interdisciplinary nature of many iEARN projects, these groupings are only meant to be serve as a guide.

iEARN in Action Newsflash: Our international online newsletter is sent every month. Find new projects, people looking for collaborators, updates on continuing projects, and general announcements. To receive the iEARN in Action Newsflash via email, write to subscribe@us.iearn.org and request to be added to the distribution list.

Annual Project Description Book: This book (English and translated versions) is available online for downloading by iEARN members at www.iearn.org/iearn-project-book.

21ST CENTURY GLOBAL THEMATIC UNITS

Thematic units help educators who are working in similar curricular areas and youth with common interests to more easily collaborate.

Below are some sample themes that enable cross-curricular partnerships, and allow teachers to meet their established curricular objectives. Among the first steps in developing a vision for your classroom's participation in a project is to reflect on your existing classroom objectives and related educational standards. Many educators also choose to embed their project activities in a thematic unit that has the potential to address many learning standards.

The 21st century global units that follow are intended as a framework for selecting and/or designing projects and include examples of successful ongoing projects. These are meant only as examples - educators are welcome to come up with their own themes. The project snapshots highlight how schools collaborated on projects in recent years.



Civic
Education

In this theme area, youth examine the rights, duties, and engagement of citizens by researching and comparing laws, elections, and governments across countries. In civic education projects, students may conduct service-learning activities, write letters to government officials, and create shared journals, photo-essays, or videos to engage in the civic process.

CIVICS (Community Voices, Collaborative Solutions)

The CIVICS project serves as a platform for young people to evaluate and act on social issues in their communities as volunteers. Groups of students are guided to work around Millennium Development Goals focusing on how

issues like environment, eradication of poverty, girl's education, and education and literacy relate to their communities. Students plan action projects with their global peers and respond to some of these issues through a process of reflection, dialogue and action. In Tunisia, students studied women's rights in their country and created presentations to share with others so they too could learn about the issues and which organizations are helping to solve them.



Social
Entrepreneurship

In social entrepreneurship projects, youth develop innovative, solution-oriented, and financially sustainable models for enterprises to benefit their community. Through these projects, youth address challenges in their communities and learn new skills in leadership and teambuilding to implement their ideas. Many projects in the civic education and environment thematic units also lead to final products that encourage social entrepreneurship.

My City and Me

The purpose of the My City and Me Project is to research the advantages and disadvantages of living in a particular city, to participate in and learn more about local governments, and examine what these government agencies are doing for youth in their area. In this project, youth create new social projects together with local governments to improve activities for youth in their area.



Environment

In environment projects, students connect with their peers to examine and compare local environmental issues, such as river quality, climate change, deforestation, and pollution in order to create global solutions. Students debate, write letters, do cleanups, create gardens, conduct recycling campaigns or pitch their solutions to environmental challenges.



GLOBAL THEME BASED PROJECT IDEA BANK

Local History Project: students research and share about culture, traditions, and history of their hometowns and publish a group blog.

Every Day is Earth Day: students create and publish essays, poems, and photos to “Save the Earth”.

Our Footprints, Our Future: students measure their carbon footprint and develop ways to reduce their carbon usage.

Child Rights and Responsibilities: students learn about Child Rights and Responsibilities and the UN Convention on the Rights of the Child.

Natural Disaster Youth Summit: students share their knowledge for reducing the impact of disasters on their local communities.



PROJECT SNAPSHOT

Project Title: Future Citizen Project

Subject Areas: Government, History

Collaborators: Schools in the U.S. and Tunisia

Project Summary: Students shared the history of their country’s independence and write essays on how independence impacts their lives and communities. Through examining how each country celebrates independence, students learned about each other’s histories, civic rights, and values.

Teacher Reflection: “Students learn a sense of responsibility towards their community. They learn about leadership and making decisions at an early age. They also learn to be tolerant of social differences.” - Nour, Tunisia - Teacher



Our Rivers, Our World

Through river excursions, water analysis, and interviewing environmental experts in the community, students study the impact of human behavior on river health in several countries and share findings to address problems. Students sample the water from local rivers in their community and share their findings with other classes to understand the environmental impact of current practices and government regulation (or its absence) on the rivers around the world. Students may be inspired to participate in or create programs that promote the health of the rivers in their communities.



Empowering Girls and Young Women

In this theme area, youth connect, communicate, and comment using multimedia and digital tools to share their ideas for girls’ empowerment, demonstrate their potential, and take action in their communities. While every project empowers girls and young women by giving them a voice and increasing their skills, the following project specifically focuses on educating participants about girls’ rights through human rights projects and focusing on women in the community through service projects.

Girls Rising Project

Participants are encouraged to watch “Girl Rising” and then have their students share their reflections by posting to the Girls Rising forum on iEARN. As part of their discussions with other classes, students are encouraged to share ideas about what they can do to make the situation of girls in the world and in their own country better. Where possible, participants are invited to arrange Skype conferences and share their own learning and learn from each other.



Conflict Resolution/ Peace Education

In peace education projects, students collect information about cultural stereotypes through interviewing other students, researching, and leading discussions. They blog, write essays, share images, and make videos to share what they learn about others and how to overcome stereotypes.

Kindred Family History Project

In this project, students interview a member of their family, a neighbor, or friend in the local community and ask them about experiences in their life that have been affected by the events of world or local history. Events may include war, natural disasters, migration, important discoveries, monuments, famous places and so on. Students focus on the impact for the family and share their stories for a group publication. Through sharing family stories, students gain a greater understanding of themselves as a member of their local community and learn about life in other countries through the events that shaped the lives of other contributors. Students study hunger and food



Food Security

justice by examining their eating habits, comparing food diaries, and learning where food originates. Students collaborate to learn how food and resources are distributed globally and become problem solvers to end hunger through school or community campaigns.

Finding Solutions to Hunger

Participants research and discuss the root causes of hunger and poverty in the world and take meaningful actions to help create a more just and sustainable world. In this project, students begin the study of hunger/ food justice by examining their own eating patterns. They keep food diaries of the amounts and kinds of food they eat every day, research their calorie and nutrient intake, and then compare their own food diaries with students in classrooms around the world. Participants also create a service-learning activity to educate their school/ community about the issue of hunger and how people can effect change. They document their project through video or digital photography and share it online.



PROJECT SNAPSHOT

Project Title: Our Rivers, Our World

Subject Areas: Biology, Chemistry, Environmental Science, Global Studies

Collaborators: Schools in Qatar, Algeria, and the U.S.

Project Summary: Students research and share information about the marine life and water quality in their local areas. Students compare the animals and plants they discover and discuss the results of their water testing and present their findings through science fairs and virtual conferences.

Teacher Reflection: “Students' words at the end of the project were ‘our job does not stop at the end of the presentation of this project, because environmental issues are not just to be dealt with in front of an audience; we have to act.’” – Kheira, Algeria - Coordinator



GLOBAL THEME BASED PROJECT IDEA BANK

My School, Your School: students share about their schools and compare how education impacts their lives.

Teddy Bear Project: an international teddy bear exchange using email and/ or web forums.

Talking Kites: a tradition of flying kites with personal and group images of our dreams for a better world.

YouthCaN: youth share their interest in environmental topics and collaborate on projects year round through online forums, video conferencing and meeting at conferences.

Together with Birds: participants research information about the birds of their community through bird watching, organizing activities, and sharing information with each other.

One Day in the Life: Students write about, photograph, video, and discuss their daily lives.



PROJECT SNAPSHOT

Project Title: Kindred Family History

Subject Areas: Social Studies, Language Classes, History

Collaborators: Schools in Morocco, Egypt, the U.S., and Yemen

Project Summary: Students share stories about their family histories and how wars, natural disasters, and immigration have affected their families, communities, and countries. Through writing and reading each other's essays, students learn the commonalities in how world events impact their families.

Teacher Reflection: "Students will be able to see other points of view on a subject and build up online relationships with others. Through asking questions and discussing them with their peers, they will have tolerance to accept the other." – Marwa, Egypt - Teacher



Health

Students research, analyze, and discuss health issues that impact youth both locally and globally. They conduct projects to seek solutions and develop campaigns to raise public awareness about global health issues.

Eradication of Malaria

In this health project, students analyze causes, effects, prevention and treatment of malaria around the world. The schools research malaria, discuss the issues, and share their findings with partner schools. Finally, schools collaborate on a presentation of their findings and suggest ways to combat this disease.



Literacy and Education

In Literacy and Education projects, youth create and share their writing in the form of essays, stories, presentations, poems, and songs to showcase their thoughts, viewpoints, and values. Students produce joint magazines, newsletters, novels, that highlight youth voices from around the world.

Teddy Bear Project

This project aims to foster tolerance and understanding of cultures other than your own. After teachers register, the facilitator matches you with a partner class. Once paired, classes send each other a Teddy Bear or other soft toy by airmail through the normal postal system. The bear sends home diary messages by email or through the iEARN Teddy Bear Forum at least once a week. The students write the diary messages as if they are the visiting bear describing its experiences in the new culture.

LEARNING CIRCLES

Learning Circles include Primary, Middle and High School groupings and are another great starting point for teachers new to online project collaboration since they provide a very clear structure, schedule, and number of partners. A Learning Circle is made up of a team of 6-8 teachers and their classes joined in a virtual space for 14 weeks. At the end of the term, the group collects and publishes its work. See www.iearn.org/circles for more details.

Computer Chronicles: This theme promotes non-fictional writing across the curriculum. Interaction online revolves around producing a newspaper-like publication called Computer Chronicles.

Mind Works: This is a writing theme designed to enhance creative and expository writing as well as develop different forms of self-expression. Students create a literary magazine.

Places and Perspectives: This theme encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations.

My Hero: This is a writing and multi-media theme designed to inspire students to create hero stories from around the world.



Curriculum integration plans aligned with Common Core State Standards:

<http://us.iearn.org/projects/curriculum-integration-toolkit/integration-plans>

iEARN Collaboration Centre project search page:

<http://collaborate.iearn.org/space-2>



1. Which theme area fits with your subject curriculum and education standards?
2. Which project/s interests you and your students the most?



PROJECT SNAPSHOT

Project Title: My Identity, Your Identity

Subject Areas: Arts, Language Arts, World Languages, Social Studies

Collaborators: Schools in Romania, Taiwan, Iran

Project Summary: Classrooms shared information and cultural boxes about historical monuments and landmarks, superstitions, music and dance, festivals and celebrations, and traditional foods and drinks.

Teacher Reflection: "The experience is great for the children and for us, who are giving them this opportunity. We are so happy to have new friends and learn lots of interesting facts about people from all over the world!" – Mireli, Romania

NEXT STEPS

In this module, you reviewed several examples of global projects across different subjects and how to implement thematic units. Once you have reviewed the scope of current projects that fit your class goals and standards and selected a project to join, you are ready to begin planning how to implement your global project. In the next modules, you will learn more about project-based learning in a global context and how to develop a project plan in collaboration with teachers from around the world.



MODULE THREE:
WHAT IS GLOBAL
PROJECT-BASED LEARNING?



1. Why should I engage my students in global project-based learning and what are the benefits?
2. What are the BIE “Essential Elements” of project-based learning?
3. How do multiple classrooms around the world develop and conduct the same project?

In this module, you will learn the key components of project-based learning (PBL) as a teaching method, drawing on iEARN’s model for Global Project-Based Learning with research and resources from The Buck Institute of Education (BIE), a leader in developing and sharing PBL best practices. This module will lay the groundwork for you to conduct engaging projects that align with content standards and curriculum, address real world challenges, and engage students with people outside of their classroom.

GLOBAL PBL

In global project-based learning, students are involved in individual and collaborative work to explore real-world problems. Students participate in projects and practice an interdisciplinary array of skills from math, language arts, geography, science and technology.

Through global project-based learning, youth acquire skills in critical thinking and cross-cultural awareness while connecting their learning to real world issues. This approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased motivation, creativity, and innovation;
- Improved research and problem-solving skills;
- Greater awareness and exploration of community issues and future careers;
- Engagement with peers, adults, and community members outside of the classroom.

“Essential Elements” of PBL

In project based learning, academic content and skills are covered as students explore issues and challenges, leading to a final product as an authentic display of their learning. BIE describes Eight Essential Elements for in-depth, meaningful project-based learning:

- 1 Significant content**
Goals for student learning are explicitly derived from content standards and key concepts at the heart of academic disciplines.
- 2 21st Century Skills**
Lessons require critical thinking, problem solving, collaboration, and various forms of communication. To answer a Driving Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and work as a team.
- 3 In-depth Inquiry**
Students ask questions, search for answers, and arrive at conclusions, leading them to construct.
- 4 Driving Question**
Open-ended questions focus students’ work and deepen their learning by framing important issues, debates, challenges or problems.
- 5 Need to Know**
Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- 6 Student Voice and Choice**
Students learn to work independently, take responsibility, and express in their own voice.
- 7 Revision and Reflection**
Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- 8 Public Audience**
Students present their work to other people, beyond their classmates and teacher – in person or online. This increases students’ motivation to do high quality work, authentic.

Credit: Buck Institute of Education –http://www.bie.org/about/what_is_pbl/

Key Components of Global PBL

Within a global project, students enhance critical thinking skills, apply learning to real problems, take action in local communities, and develop both cross-cultural awareness and global citizenship.

Global Projects through iEARN are:

- Initiated and designed by teachers and students;
- Built on relationships with international partners;
- Conducted through interactions with an audience of global peers;
- Driven by the creation of a collaborative final product.

Since each classroom and school environment is different, global projects can look different in each participating classroom as teachers adapt them to their students’ needs and available resources. In order to effectively collaborate across various educational systems, global projects are **initiated and designed by teachers and students** in the network to relate to local issues while meeting their own curriculum needs.

A key to success in a global project is **building effective relationships** with educators around the world. Most educational systems do not emphasize or even encourage collaborative curriculum project work – even within the same school. Therefore, it is extremely important to establish relationships among teachers to share the difficult task of collaborating on projects across diverse educational systems, time zones and schedules, cultural differences, linguistic obstacles, and in the absence of in-person communications.

Global projects create an **authentic audience** for students because they involve collaborating with students in another country; this audience plays a key role in student motivation. Just as teachers must build relationships with partner teachers in the planning process, teachers must also plan how students will communicate and engage to build collaborative relationships with their peers around the world.

Global projects involve a **collaborative final product** or exhibition of the learning that has taken place as part of the project work. These might include electronic or print publications, websites, reports, campaigns, presentations and many other examples that demonstrate what youth have learned from the project.

“Project planning should be realistic. The project should not be too wide in its objective and outcomes and should be simple and student oriented. For successful completion of a project, time must be given great consideration.”

~ Riffat, Teacher Trainer, Qatar

TYPES OF PROJECTS

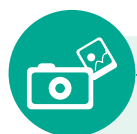
Teachers around the world engage their students in different ways through global project-based learning. Some teachers use projects throughout the year as a primary way to organize their curriculum while others will use PBL occasionally. In iEARN, global projects vary in length, depth, and scope to meet diverse classroom needs.

- **Short-term Projects:** These projects may take place during a set season of the year with a stated start and end date (Holiday Card Exchange) or a set date (Global Youth Service Day, Earth Day);
- **Ongoing Projects:** These projects run continuously, year after year;
- **Learning Circles:** A learning circle is made up of a group of 6-8 classes who form a virtual classroom. The groups remain together over a 3-4 month period working on projects drawn from the curriculum of each of the classrooms and organized around a selected theme. At the end of the period the group collects and publishes its work.

Projects vs. Project-Based Learning

Projects can take many different shapes, sizes and scopes. In many traditional class projects, teachers cover academic content through lectures, readings, and class exercises and then students are assigned a project to show what they learned. For example, students may be asked to create a poster, presentation, or report as a group or individually to show their learning. Students then present their final projects in class and are tested on the content at the end of the unit.

In project-based learning, projects drive the everyday teaching and learning activities. Students take ownership of their projects from the beginning and help direct the process and determine outcomes. Class assignments, group work, lectures, readings, and other instructional activities help students answer project-related questions and develop their final display of learning. In global project-based learning, students work with their peers around the world on the research, planning, development, and presentation of their project work.



FINDING SOLUTIONS TO HUNGER

Project

Students learn about hunger and food security issues in their community and in other places in the world in their textbook. As a final project, students make a poster that highlights the hunger and food security issues in different places around the world.

PBL

Students interview local experts such as social service workers, community organizations, and local leaders about food distribution and hunger issues in their community. They decide to plan a service activity to cook a meal for a soup kitchen, write letters to local officials, and conduct an awareness campaign at the school.

Global PBL

Students interview their peers in other countries about their eating habits and examine food distribution both locally and globally. As a final product, students make a collaborative video showing how hunger impacts their communities differently and/or exchange ideas about conducting local campaigns to end hunger.



“I’ve seen a number of changes in my students since we started project-based learning. I can see how eager they are to finish their work and they had not been like this before. Now it’s an intrinsic motivation; it comes from within.”

~ Alshaima, Classroom Teacher, Egypt

NEXT STEPS

In this module, you identified the skills that students gain through participation in global projects-reviewed BIE’s “Essential Elements” for project-based learning, and learned some of the main components that characterize collaborative projects. The additional articles and links included in the resources section will help expand your understanding of PBL and conducting projects with global peers.

The next module will guide you through several steps in developing a collaborative project plan. As you brainstorm your project idea and connect with other educators to develop your plan, keep the key components of global PBL in mind. While teachers with advanced experience in project-based learning will incorporate many or all of the “Essential Elements” into their class projects, we advise teachers who are new to global PBL to start small and to slowly introduce new components and activities to students.



BIE’s Essential Elements for project-based learning:
http://www.bie.org/tools/freebies/8_essentials_for_project-based_learning

BIE article on PBL – Projects as the “Main Course, Not Dessert”:
http://www.bie.org/tools/freebies/main_course_not_dessert

The Teacher’s Guide to Exchange 2.0: Technology Enabled International Interaction gives additional links and resources for collaborative project work:
<http://www.connectallschools.org/node/132295>



1. How do you currently engage students in projects in your school?
2. Which essential elements do you use or not use in your planning?
3. How can you enhance a current project idea to engage students with global peers?



MODULE FOUR: DEVELOPING A PROJECT PLAN



1. Where do I get ideas and inspiration for starting a global project that fits my class needs?
2. What are the steps for getting started in a global project?
3. How can I build a project plan in collaboration with other teachers from around the world?

This module will help you select and map your ideas for a global project with your class in collaboration with other teachers from around the world. We will walk through the steps of developing a project plan for a joint global project and introduce a few tools and resources for you to use in the planning process.

As you review the steps for developing a project plan, keep in mind that you are not starting a project from scratch. The steps and collaboration tips in this module will guide you in identifying and adapting an existing iEARN project to your class.

DEVELOPING A PROJECT PLAN

Similar to lesson or curriculum planning, there are many different paths and steps in planning a project. While many teachers have different methods for planning learning activities, the following steps will help you develop a strong foundation for your project action plan and guide your work in planning with teachers in other countries:

1. Start with your content and skills standards
2. Envision your project idea
3. Develop a driving question
4. Decide on major collaborative final products
5. Engage local and global audiences

Keep collaboration in mind as you begin to develop your ideas for conducting a global project. How will you connect and co-plan project activities and final products with other teachers? How and when will students collaborate and communicate with their global peers? At each stage of project plan



development, remember that the goal is not to design and share individual projects but to collaborate with other classes. Remember the iEARN mission at each planning phase to “learn with the world, not just about it.”

1 Start with Your Content & Skills Standards
 Among the first steps in developing a vision for your class’s participation in a global project is to reflect on your existing classroom objectives and related education standards. Which standards stand out to you as potential starting points for global project ideas? For example, if the standards for math require you to teach graphing and data analysis skills, you may consider a project where students collect, organize, and present information with their peers on global issues by calculating their carbon footprint in an environmental project or examining eating habits and food distribution in a food security project. When integrating technology and cross-cultural digital dialogue into the curriculum, it’s important to stay focused on designing a project that teaches key concepts and skills from your education standards.

Questions to ask to determine how a global project will meet learning goals:

- What does your curriculum require?
- Which of the eight global project themes in Module Two overlap with education standards in your subject area?
- How do you think your classroom pedagogy can be enhanced through global connections and participation in a collaborative project?



Remember that your curriculum and/or national standards may differ significantly from those of your fellow teachers. Consider desired skills and understandings from a broader perspective and try to find common goals.

2 Envision Your Project Idea
 After reflecting on the content standards for your class and subject area, explore project ideas that both address authentic problems and relate to those content standards. Project ideas include leading students

to examine global issues, analyze historical events or investigate natural phenomenon. The following sources can serve as points of inspiration for developing project ideas:

Community: Look to real-world issues and challenges as a starting point for developing a project idea. What is relevant and interesting for students? What are local issues in the community outside of the school? What current events or global issues impact students’ lives?

Project Search: Join a current project that fits with your interests, ideas, and standards. By joining an existing, active project, you can immediately become part of a collaborative group with shared interests. This eliminates the need to search for partners and increases the opportunity for interaction for students. Search the projects and select an existing project that interests your class. Module Two gives an overview of existing projects and additional projects can be found on the iEARN Collaboration Centre.

Finding Partners: Find the points of convergence between your class and local interest, content that you must cover in your lessons, and what others around the world are doing. It is not always about finding people to work on your project idea, but finding how your class interests and community challenges overlap with classes in other countries to make an interesting project.



Go to the Teachers forum on the iEARN Collaboration Centre. This forum is a places for teachers to meet and talk, make announcements and post updates. It is also a place to share initial project ideas in order to find other people who might want to help develop a project. Also consider reaching out to partners and colleagues you connected with in a teacher workshop or online course and ask if they would like to participate in a project with your class.

3 Develop a Driving Question

A driving question helps teachers and students better focus on the goal of their work and gives the project a sense of purpose. Creating a question that will be answered through the project work helps students understand why they are doing certain assignments and activities and how the project relates to a real world challenge. For teachers, a good question guides lesson planning and makes it easier for classes in different countries and subject areas to focus on the same task.

To help develop the driving question with your project group, review this **Driving Question Checklist**:

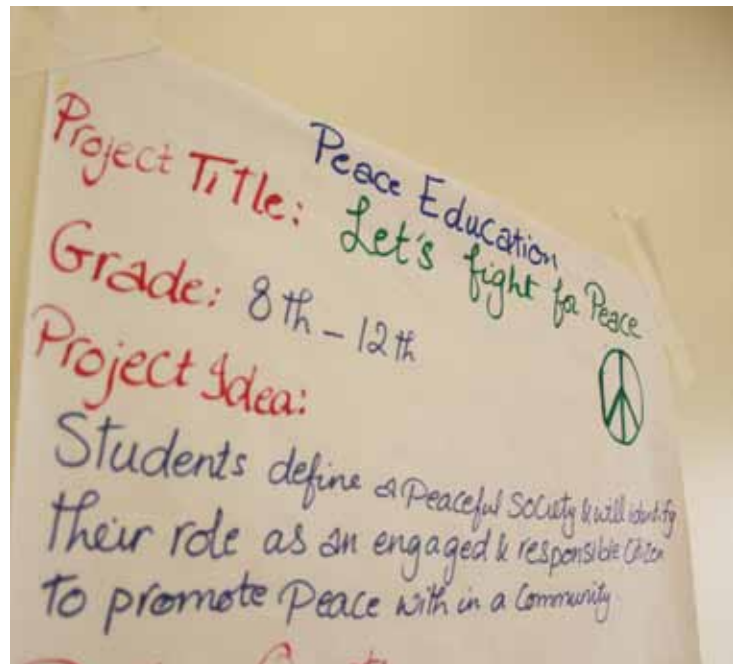
- ✓ The question is open-ended and has more than one answer;
- ✓ The question is simple enough for students to understand but has complex answers;
- ✓ In order to answer the question, students need to learn the content and skills from set education standards;
- ✓ Other classes are answering the same or a similar question for joint project work.

There are many types of questions that can help provide focus for a project and guide student inquiry. The question might focus on a global debate, a problem to solve, or a product to create. Here are a few examples of driving questions created collaboratively by teachers at an iEARN workshop:

- How can we use only our share of one earth?
- How can we make a positive impact on our environment?
- How do we envision a peaceful society and what steps can we take to promote peace?
- How can understanding ourselves help us to understand others?



In addition to your online communication to build your joint project plan, arrange to communicate with peers in real-time, perhaps via Skype or another live video-conferencing tool. Consider using a document-sharing tool such as Google Docs, which will allow you and your fellow collaborators to create and revise project plans together.



4 Decide on Collaborative Final Products

Once the content and skills that students need to learn have been identified, consider what evidence will show that students have learned the required knowledge and skills. One of the most effective ways to illustrate outcomes is through a final product. A final product is evidence that students have met the class goals and objectives and answered the driving question. It also gives students a sense of accomplishment, shows family members and school administrators what students are learning in class, and can make a meaningful, lasting contribution to the community. Final products can be those students produce, such as essays, videos, or art, or can be those students do, such as service activities or presentations.

In a global project, teachers and students define a collaborative final product that students complete by working together. Rather than report about their individual product, students working on a joint product have to interact, communicate, and solve problems to complete their work. Collaborative final products give students a context for their interactions, allow them to identify clear goals, and provide them with a shared sense of accomplishment once they create something together.

Final Product Ideas:

- Design, market, and sell products to fundraise for a cause or contribute to a community effort;
- Produce a joint student newsletter, magazine, or literary anthology;
- Produce video documentaries to show in a global film festival;
- Create histories of local communities worldwide and publish in a book;



- How will students engage with global peers as a participatory audience throughout the project?
- How will students draw on resources and engage with their local community?



Get to know your fellow teachers and allow them to get to know you! You can start by completing your profile in the iEARN Collaboration Centre with a photo and information about your background, interests, and experiences. Let your international project partners know your schedule up front and the times that you are most available to be in touch and work together

- Create a photo essay to share on a website, calendar, etc.
- Plan and conduct workshops (conflict resolution, recycling) for younger students in the community;
- Create a global art gallery;
- Conduct joint fundraising efforts or public awareness campaigns to address a common issue (pollution, hunger).

“Having an authentic outcome to a project that students can work on together, and not just present to one another, strengthens youth connections.”

~ Katherine, Classroom Teacher, Missouri



Try to avoid creating a complete plan and sharing it with other teachers. Instead, aim to complete the plan together, step-by-step. Similarly, avoid final projects that students complete individually and then share with others. Instead, select final product ideas that students must work together with their global peers to complete.



- 5 Engage Local and Global Audiences** Involving global peers, community members, and other people in the world outside of the classroom makes for a more meaningful and authentic project. Once students have determined the final collaborative products for their project, consider whom to involve from outside of the classroom in the research, planning, and/or presentation of the product.

Consider how you will plan for communication with global peers and involve the local community:

- Who will you and your students communicate with outside of the classroom and when?

EXAMPLE PROJECT PLANS

The following examples illustrate how some groups of teachers have planned to start a project in the Collaboration Centre. As you develop your plan with educators from other countries, remember to select an existing iEARN project group to join. In the following examples, you will see the name for the existing iEARN project followed by the group's plan for how they will conduct the project in their class.

iEARN PROJECT: EVERYDAY IS EARTH DAY IT'S YOUR ENVIRONMENT



Project Idea: Students play the role of community activists to solve environmental problems in their areas.

- Solve the water pollution problem
- Preserve the argan tree from extinction
- Reduce the pollution level on the beach
- Look after trees in their areas

Driving Question: How can we make a positive impact on our environment?

Content Skills and Standards: Civics - positive attitude toward environment; Literacy - writing persuasive essays; IT - making

videos, computer skills.

Collaborative Final Product: Videos, posters, PowerPoint presentations.

Local & Global Audience: Parents, teachers, environmental activists, other schools from the same area.

iEARN PROJECT: FUTURE CITIZEN PROJECT LET'S FIGHT FOR PEACE



Project Idea: Students define what it means to have a peaceful society and identify their role as an engaged and responsible citizen to promote peace within a community.

Driving Question: How do we envision a peaceful society and what steps can we take to promote peace?

Content Skills and Standards: Local governance and public policy, argumentative writing.

Collaborative Final Product: A vision statement of a peaceful society and action plans to promote peace.

Local & Global Audience: Community leaders and members, younger students.

iEARN Project: Our Footprints, Our Future Is One Earth Enough?



Project Idea: Students will determine their eco-footprint and research ways to reduce their eco-footprint.

Driving Question: How can we use only our share of one earth?

Content Skills and Standards: Ecosystems, climate change, research projects.

Collaborative Final Product: Green City design.

Local & Global Audience: City officials, school administrators, media, parents.



NEXT STEPS

In this module, we reviewed some starting points and first steps to beginning a global project. By following the collaboration tips in each step, your project plan will grow from an individual class plan to a joint project plan including multiple classes around the world.

Once you have identified your project idea, driving question, and final collaborative product, you will need to plan the daily teaching and learning activities to lead to your end goal. While you should communicate and work with teachers around the world to develop the main components of your joint project, as outlined in this module, some of the daily classroom instruction and activities can be planned on an individual basis. In order to further plan your day-to-day activities, check out the additional resources for tools to support your lesson planning.

The next few modules will help you prepare your students for collaborating with global peers, plan out how to engage students with local and global communities, and work towards presenting and exhibiting final products.



Curriculum Integration Plans for iEARN Projects show how teachers align projects with national standards:

<http://us.iearn.org/projects/curriculum-integration-toolkit/integration-plans>

Many project planning forms are available on BIE's website:

<http://www.bie.org/tools/freebies>



Drawing on your project search and communications with other teachers brainstorm your own action plan:

1. **Content and Skills Standards:** Which specific standards are you targeting in your project?
2. **Project Idea:** Which project will you join?
3. **Driving Question:** What question does your project seek to answer?
4. **Collaborative Final Product:** What are the final products and presentations students will complete? How will your students work with students in other countries on the product?
5. **Local and Global Audience:** How will students share with their global peers and local community?



MODULE FIVE: ENGAGING IN DIGITAL DIALOGUE



1. What is digital citizenship and how do I foster it among students?
2. How do I prepare students for cross-cultural collaboration?
3. How do I prepare students to engage in effective online communication?

Before your students go online and begin to communicate with their peers around the world, it is important to consider some of the challenges that may arise and how to foster digital citizenship among students. In this module you will learn how to prepare students to collaborate cross-culturally and engage in responsible, effective online communication to ensure a meaningful project experience.

WHAT IS DIGITAL CITIZENSHIP?

In today's increasingly connected world, almost all students regularly use the Internet to share and retrieve information; they interact with others online which makes them digital citizens. Digital citizenship is the term used to describe the norms for appropriate and responsible technology use; it involves teaching users the rules of good citizenship online such as email etiquette, protecting private information and staying safe online. The explosion of connectivity and available online platforms increase the need to empower students to become responsible digital citizens. As an educator it is important to think about how your students can learn to protect themselves online and hold one another accountable for their online activity.

Teaching students to be good digital citizens also involves teaching them how to elevate their online interactions so that they get the

most out of their collaborative experiences and become leaders in their online communities. Many youth today frequently connect online with others who share similar interests and viewpoints, but it is also important for youth to engage in digital dialogue with peers who may have different perspectives and opinions. When participating in online global collaborative projects, students have opportunities to challenge one another in a safe and supportive environment to expand their point of view and consider various ways to approach issues and problems.

In short, responsible digital citizenship involves:

- Using the Internet and technology safely and effectively;
- Making good decisions and exhibiting proper etiquette online;
- Meaningful engagement with others and respect for differences.



Engaging in Digital Dialogue: Netiquette

Netiquette, which combines “net” and “etiquette”, is a term used to describe appropriate communication on the Internet. One important step in preparing students for digital dialogue is to make sure they understand the ways in which their online asynchronous communication differs from face-to-face, real-time communication. In asynchronous communication, participants are not necessarily online and communicating at the same time. Instead they will be posting their contributions to forum discussions, when they can get online and later return to read and answer comments posted by other participants. This type of communication mode is particularly helpful since time zone differences make it hard for all participants to be on the same kind of schedule. However, there can be challenges with this type of communication as well. Students need to learn that there are sometimes delays and that it may sometimes be difficult to receive answers or clarifications quickly. Therefore, it is important to teach students how to post appropriate, detailed, and timely messages online.

It is often helpful to discuss with students what



TIPS FOR SAFE AND SMART ONLINE POSTS

- Remember, once it goes online it is there forever.
- Respect others’ privacy and your own (be careful about sharing phone numbers or addresses online).
- When you post, you are representing yourself, your school your community, and your country.
- Keep communication positive and constructive, and be aware of the power that your words have.
- The person on the other end of a digital communication can’t see your expression or hear your voice so state emotions or use emoticons to convey the tone of your message to avoid misunderstandings.

constitutes appropriate online communication. Students can discuss how issues such as privacy, bullying, language, etc. relate to their online activity. Many teachers ask students to develop and post a list of rules or create a contract to hold one another accountable. (See resources for the iEARN Buddy Contract).

Building Collaborative Relationships Online

Another important aspect of engaging in digital dialogue is learning how to build positive relationships with online partners, particularly when working on collaborative projects. When students demonstrate respect, build rapport, and cultivate friendships with their peers online they are more engaged and experience a more enriching collaborative exchange.

When teachers emphasize the personal nature of student-to-student online global communication, students think more about the individuals or groups on the other end of the exchange. For example, many teachers ask students to create and respond to messages and photos of introduction online or arrange a videoconference with another participating classroom before their joint project begins. As a result, students are more likely to develop and post thoughtful and engaging comments, questions, and media for their peers. It is also critical to emphasize the responsibility students have to respond to the comments, questions, and media shared by their peers online. As in any relationship, there should be a give and take. Truly collaborative projects involve ongoing, back and forth exchange rather than a series of one-way messages posted by project participants.



BEST PRACTICES FOR QUALITY ONLINE FORUM INTERACTION

Respond frequently

In general, frequent online posting is greatly encouraged to ensure that dialogue is ongoing and students have an opportunity to collaborate on project outcomes and products. It means a great deal to your students and the other project participants to know that they are still connected to others and being heard.

Quality vs. Quantity

Remember that in order to ensure quality process and final products, it is important for students to learn to invest time in preparing thoughtful, appropriate, substantive postings. You might recommend that students:

- Try to paraphrase the comments of their peers to let them know that they have listened and understand the content of their message;
- Tell their peers that the message made them think and/or acknowledge any details that were particularly valuable or helpful;
- Describe the emotions they felt when they read the post and the impact they had.

Create time and routine

Organization and time management are critical for any project and this includes scheduling adequate time for preparing, posting and responding to messages.

Encourage questions and critical thinking

Remind students to imagine the exchanges as oral conversations. What is missing that they need to convey or clarify (emotions, tone, empathy)? What more do they need to know? Could they ask for specific help or input on project activities?

Teach students to ask questions, state positives, and offer constructive feedback (E.g. I like... I wonder...)

CROSS-CULTURAL COLLABORATION

In addition to carefully considering how to use technology effectively and practicing good netiquette, students learning to be digital citizens in today's global world also need to develop cross-cultural skills. In any online global project, students may be interacting with peers from many different countries and cultures so it is important to prepare them to broaden their perspective and consider how others around the world may perceive their online behavior.

Because people may see the world in fundamentally different ways or behave differently based on their values and beliefs, it can be easy to misinterpret things people do in a cross-cultural setting. Working cross-culturally is a complex process in which understanding the context is everything. To keep from misunderstanding the behavior of others, encourage students to try and see the world from another point of view. Remind them that understanding and respecting cultural differences can lead to greater harmony at the school, community, and global level.

One of the most important aspects of cross-cultural work is having a thorough understanding of one's own culture and how it shapes the way we think and behave in the world. Students who are aware of the formal and informal characteristics and norms of their own culture have a framework to help them consider how they interpret the behavior of others.



Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones.

~ Building Bridges Peace Corps Classroom Guide to Cross-Cultural Understanding

HOW MIGHT THE "NON-VISIBLE" ASPECTS OF CULTURE AFFECT ONLINE COMMUNICATION BETWEEN GLOBAL PEERS?





PREPARING STUDENTS FOR ONLINE COMMUNICATION

For most students, this will not be the first time they have interacted with others online. However, it may be the first time they are interacting with others online in an educational context. The challenge for educators is not necessarily teaching students how to use the technology tools to interact online but how to use these tools to achieve educational goals. In the context of project-based learning, one way to effectively use the technology is to engage students in digital dialogue that moves them toward producing their final product.

Another smart way to prepare participants is to keep parents in the loop. It can be helpful to communicate to parents that students will be involved in global collaboration with peers worldwide. This can take many forms, from phone calls to letters or, in some cases, permission slips to request that they agree to this use of interactive technologies. You may also wish to communicate your plans to your local administration so that you can create a local base of support and awareness of this innovative work.

PREPARE YOU STUDENTS WITH CLASSROOM ACTIVITIES

Below you'll find some example activities and questions to do with your students:

Online Communication Exercise

Students will simulate digital dialogue by exchanging communication without seeing or hearing each other. Students will then reflect on the experience and discuss the potential miscommunication online.

1. Divide the students into pairs and have them sit with their backs turned to one another.
2. Ask students to carry on a conversation by passing

hand-written communication back and forth. Their conversation could be anything from describing their weekend, explaining how to play a game, talking about a book or a movie, etc.

3. Join together as a whole class and discuss what worked or didn't work about the communication. Discuss ways of making the communication work better.
4. As a class, create a list of guidelines for online communication and digital dialogue.

Welcome Letters

Introduce your classroom to their online, global community with a welcome letter.

1. Have students write up a sample letter to introduce the class and share their project interests.
2. Pair students and have them exchange letters and get feedback from their peers.
3. Discuss outcomes, considering various aspects of the intro letter such as subject headings, content, salutations/closings, spelling/grammar, etc.
4. Create a final letter(s) and post it in the appropriate iEARN project forum in the iEARN Collaboration Centre.

What is my culture?

1. Break students into small groups and ask them to complete the Peace Corps Features of Culture worksheet from the Peace Corps Building Bridges Classroom Guide (see additional resources).
2. Bring groups back together to compare results and discuss similarities and differences that exist even within a culture and the importance of understanding the impact of one's own cultural lens.

PRACTICAL TIPS FOR INTERNATIONAL ONLINE COMMUNICATION

1. Do not assume to know if someone is male or female by his/her first name.
2. Almost all countries use the metric system for measurement. Convert measurements to the metric system using an easy metric converter at Science Made Simple (www.sciencemadesimple.com/conversions.html).
3. Students in other countries may have to translate messages in English so try to avoid overuse of slang. If you do use slang expressions, be sure to explain the meaning of the expressions.
4. Remember that your words might be interpreted or translated literally. Can you imagine what someone would think if you wrote that you have “dirty blond hair?”
5. Try not to use abbreviations and explain any abbreviations that you do use.
6. Remember that most of the world uses a 24-hour clock. Three in the afternoon would be written as 15:00.
7. Most countries will write dates with the day, month, year or even year, day, month rather than writing month, day, year. Write out the name of the month to avoid confusion.
8. Remember the reader cannot see your face so do not assume they know the tone or feeling of your message. Use emoticons (smiley faces and other symbols) and punctuation to emphasize parts of your message and convey feeling.
9. Avoid sarcasm. It can sometimes be interpreted literally and misunderstood.
10. Most of the world learns British English rather than U.S. English. Words such as centre or colour may look misspelled, but are actually correct for your peers.

NEXT STEPS

In this module, you have learned about digital citizenship and how to support meaningful connections and responsible online behavior among students. You have also been presented with some tips, activities, and other resources to help students become more prepared for their online communication and cross-cultural collaboration. The next module will provide you with information about technology integration, such as the iEARN Collaboration Centre and other technology tools that allow you to connect and collaborate with others and enhance your online global collaborative experience during each stage of your project.



Digital Citizenship/Netiquette:
www.edutopia.org/blog/film-festival-digital-citizenship

Posting Etiquette:
www.edutopia.org/netiquette-guidelines

Cross-Cultural Understanding
Building Bridges: A Peace Corps
Classroom Guide to Cross-Cultural
Understanding:
<http://www.peacecorps.gov/www/publications/bridges/>

Culture Matters: The Peace Corps Cross-
Cultural Workbook:
<http://www.peacecorps.gov/www/publications/culture/pdf/workbook.pdf>



Consider the ways you might prepare your students to engage in digital dialogue:

1. Before you begin your project, what is one strategy or activity you could use with your students to prepare them for cross-cultural communication?
2. What is one strategy you could use with your students to facilitate digital citizenship and online communication?



MODULE SIX:

USING TECHNOLOGY TOOLS IN PROJECT WORK

TECHNOLOGY SKILLS AND STANDARDS

Participation in international collaborative projects naturally lends itself to the use of technology, especially Web 2.0 interactive technology, to facilitate project work and collaboration. Many national education standards now include technology skills in recognition of demands from the academic and professional landscape, which require a mastery of these tools for future success. This has been further supported by the International Society for Technology in Education (ISTE), a leading organization in educational technology, and the Partnership for 21st Century Skills, an organization that supports improving the readiness of students to be successful in college, career, and life. In today's increasingly globalized world, greater competition in the workplace means increased demands on students to be fully prepared. Content knowledge is important, but today students also need higher order thinking to be successful.



1. Why should I use technology in my classroom and what skills will my students learn?
2. How do I use the iEARN Collaboration Centre for my project?
3. What other technology tools can I use for my project?

In this module, you will explore the importance of integrating technology into the classroom and review several international standards for technology skills. You will also learn how to use the iEARN Collaboration Centre, an online platform for your project, as well as other tools that can enhance project work.

ISTE	PARTNERSHIP FOR 21 ST CENTURY SKILLS
<p>Standards for Students</p> <ul style="list-style-type: none"> • Creativity and Innovation • Communication and Collaboration • Research and Information Fluency • Critical Thinking, Problem Solving and Decision Making • Digital Citizenship, Technology Operations and Concepts <p>Standards for Teachers</p> <ul style="list-style-type: none"> • Facilitate and Inspire Student Learning • Design and Develop Digital Learning Experiences and Assessments • Model Digital Learning • Promote and Model Digital Citizenship and Responsibility • Engage in Professional Growth and Leadership www.iste.org/standards 	<p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> • Creativity and Innovation • Thinking and Problem Solving • Communication and Collaboration <p>Information, Media, and Technology Skills</p> <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communication and Technology) Literacy <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility <p>www.p21.org</p>

TECHNOLOGY AND GLOBAL COLLABORATION

Before looking at the variety of tools that can be used to enhance your global project and integrate important 21st century skills, there are some points to consider when choosing a specific technology tool:

Accessibility for all participants: Many schools block social media and collaboration networks on school computers. Some countries block certain web sites, such as Skype in Oman and YouTube in Pakistan. Be sure to work with the other teachers in your project to choose tools everyone can use.

Time Zone differences: Real-time meetings such as video-conferences are fun, motivating and lead to closer relationships in classrooms but they require careful planning and consideration of time differences so that every classroom can participate.

Privacy Issues: Many schools have strict policies about which web sites students can use because Web 2.0 tools for social networking and collaboration have varying levels of privacy. Use of email addresses may be given to third-party services depending on the Privacy Policy of the organization that offers the tool. Read each website's Privacy Policy and Terms of Service carefully to ensure that your and your students' privacy is appropriately protected.

Also, please note that many web-based tools have privacy restrictions enabled because of the Children's Online Privacy Protection Act (COPPA), a U.S. federal law), which limits the collection of information for children under

age 13 and what they may share online. Please consider carefully how you and your students will share personal information.

Student's ability to utilize the programs: Consider how familiar your students are with technology and software as you are planning for your project. Do you need to teach them new skills to use the programs or tools?

iEARN COLLABORATION CENTRE

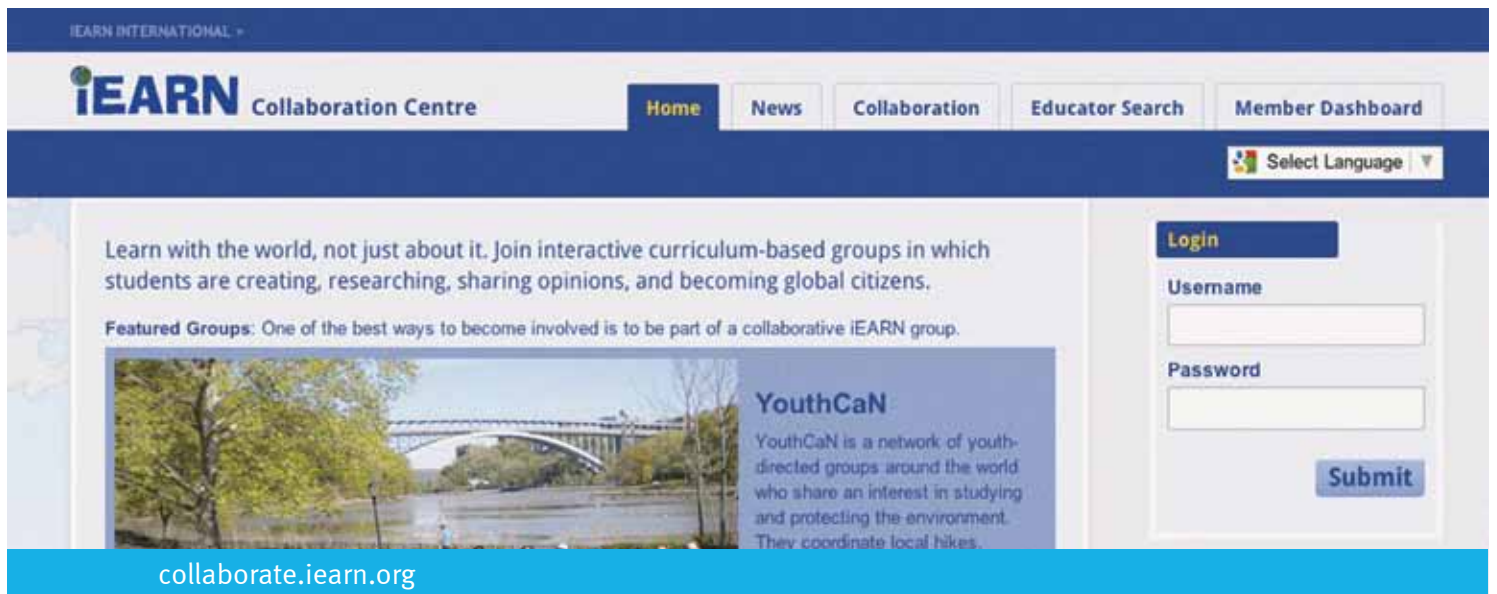
The first tool presented in this chapter is the iEARN Collaboration Centre, a safe and secure online platform where teachers and students interact, collaborate on projects, and create and share photos, videos, documents, presentations, and other multimedia resources. Teachers can also use this platform to find other teachers in the network. Projects are housed on the iEARN Collaboration Centre where iEARN educators and students around the world can connect, communicate, and work together on projects.

There are two primary areas of the Collaboration Centre:

1. The Member Dashboard and
2. The Collaboration Section:

1 Member Dashboard User Profile

All registered educators have a personal profile page found in the "Member Dashboard." Remember that without face-to-face communication, your online profile



is how fellow educators can get to know more about you. Be sure to upload a photo or image and share something about yourself along with your contact information.

Create User Names for Students:

Educators can create user names for students in the “Student Management” section of the Member Dashboard. Creating logins for students allows them to access the Collaboration Centre to communicate directly with their peers in other countries. However, since students are added by teachers, their personal information remains private and cannot be searched or accessed by iEARN members or anyone outside of iEARN.

My Collaboration Groups:

This area allows you to quickly access any projects you have joined in the My Groups list. It also includes news and announcement, and a link to “how to” tutorials to help use the Collaboration Centre features.

2 Collaboration Section

The three primary spaces in the Collaboration section are:

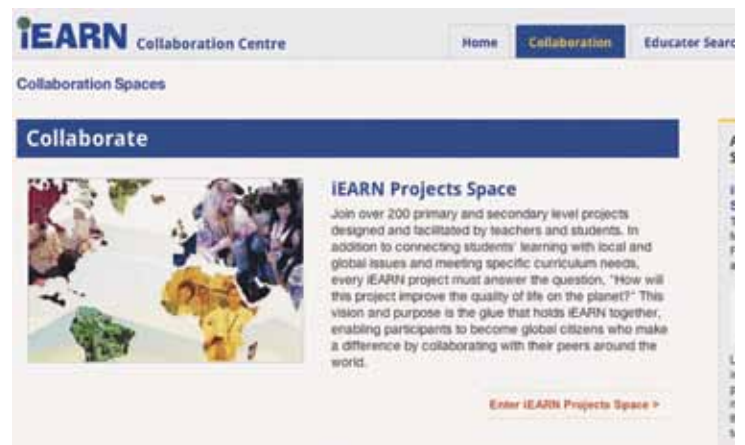
1. the iEARN Project Space
2. the Learning Circles Space
3. the iEARN General Discussion Space

In all the groups within these spaces you will first need to join a group before you can post in the forums. Do this by clicking on the “Join Group” button. Once you have joined, you can go to “My Group Settings” in the box on the left and opt to “Notify me of topic updates via e-mail” to have group forum messages sent to your email.

iEARN Project Space: This space has a group for each iEARN project. In each group, you will find the project

description, forum, and media that are associated with the project. This space is where you can find projects included in the theme areas listed in Module Two.

Learning Circles Space: This space is dedicated to the iEARN Learning Circles, a type of collaborative project structure which organizes classrooms into small groups to work together on a project theme for 14 weeks.



iEARN General Discussion Space: This space contains the Teachers Forum, Youth Forum, Practice Group, Collaboration Center Feedback Group, and other special groups.

CHOOSING THE RIGHT TOOL

There are many web-based tools and computer programs that can be used to enhance your project work in the Collaboration Centre. Different tools can be used for blogging, website design, video-conferencing, project planning, presenting, and social networking. Below you will find several examples of tools that you and your students can use for your global projects and a few examples of how other educators have used them with their students.



Blogging

A blog is an easy Web 2.0 tool that allows multiple students or classrooms to publish multimedia content online. Blogs can take the form of a personal diary, a collection of data, or series of opinion pieces from different sources. There are several free sites where students and classes can publish an online journal including Blogger, WordPress, and Tumblr.

Website Design

Websites are ideal spaces for displaying static content such as project overviews, links to blogs, photo slideshows, project reports from previous years, or classroom materials. It is also a great way to quickly share what your class is working on. Designing and managing a website has become much easier with some online tools that require no previous experience. Check out SiteBuilder and Google Sites for free and easy ways to design and share webpages.

Wikis

A wiki is similar to a webpage except that it allows readers to collaborate in its construction by adding, editing and changing the page's content at any time. It is an easy space for collaborative authoring or e-portfolios because it tracks all changes so that teachers can see the successive versions of documents. Check out wikispaces to create public or private online pages.

Video-Conferencing

Video-conferencing offers many educational opportunities and is one of the easiest ways to connect classrooms around the world online. Not only are students and teachers able to communicate in real time and with video, but these platforms can also be used to take virtual field trips, connect with experts, facilitate peer-to-peer tutoring, and webinar hosting. Here are some video-conferencing tools:

- **Blackboard Collaborate:** powerful video-conferencing tool that can connect up to 25 different computers for video or audio conferencing, instant messaging, document sharing, web browsing, and sharing of computer programs.
- **Adobe Connect:** web conferencing software for online meetings.
- **Skype:** allows users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the Internet.
- **Google+ Hangout:** free platform to connect multiple users through audio and video-conferencing and media sharing.

Planning Tools

The following tools can help students and teachers as they collaboratively plan and execute their projects.

- **Mindmeister:** collaboratively created concept maps help students brainstorm and organize their ideas or topics for a project.
- **Dropbox:** an online storage of documents, videos, and pictures that can be accessed from anywhere and easily shared with anyone.
- **Google Drive:** students and teachers can collaboratively create word documents, spreadsheets and PowerPoint presentations as well as store and share these files online.

“

"I knew that there were people all around the world but iEARN brought all those far away people close to me! Not only did I become a technical expert using computers and internet, I also improved my writing tremendously while developing a highly open mind."

~ Udara, iEARN Student Alumnus, Sri Lanka



Presentation Tools

Students will want to share their projects throughout the process and once they are complete. The following tools allow students to leverage multimedia communication to enhance the presentation and sharing of their work.

- **Prezi:** presentation tool like PowerPoint that allows students to share their ideas in a more dynamic and less linear way.
- **GoAnimate:** a program for making animated videos.
- **TimeGlider:** online timeline for presenting and sharing history.
- **Animoto:** turns project photos into video slideshows.



- **Voices:** a free internet tool that allows people to create and share audio recordings that are tagged on a map.
- **YouTube and Vimeo:** sites for uploading and sharing videos

Social Media

Although these web tools are mostly known for social networking, they can also be dynamic learning spaces. Students and teachers can easily follow trends and news on certain topics or share their own discoveries with other followers. Social media platforms also use a unique communication style that requires students to express concise, specific, engaging ideas as well as apply higher order thinking to categorize or tag those ideas.

- **Twitter:** a tool that enables its users to send and read short text-based messages of up to 140 characters.
- **Facebook:** Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange messages.
- **Flickr:** allows users to upload and share photos as well as create slideshows that can be embedded into websites or blogs.

Other Useful Project Tools

There are numerous Web 2.0 tools that lend themselves to project-based learning. Here are a few additional tools you may consider using in your collaborative project:

- **Open Street Map:** a free, editable map of the world.
- **Google Sketch Up:** online 3-D modeling tool.
- **Survey Monkey:** build surveys that can be emailed, downloaded or embedded into a website.



PROJECT SNAPSHOT

Video:

Students of the New York City Planning Committee for the **YouthCaN** project created an informative video on e-waste recycling to use for their presentation at the 2012 iEARN Virtual Conference and Youth Summit. They used iMovie to edit their video and posted it on YouTube.

Voices:

The **Public Art Project** uses Voices, a free internet tool that allows people to create and share audio records linked to a specific place, located on the map, to describe public art in their communities.

GoAnimate:

Students in the **Finding Solutions to Hunger** project used GoAnimate, a program that allows you to make animated videos, to share what they learned about the reasons for hunger.

NEXT STEPS

Technology tools can strengthen your students' work at each phase of project planning. For collaborative projects, these tools support teachers and students to make project plans with peers in other countries and present their work to the world. As you are developing your project plan, consider which tools you and your students will use and when you will use them.



iEARN has access to two Blackboard Collaborate classrooms that are available for members to reserve and use. The sessions can also be recorded for future viewing. To reserve one of the room for project work or for more information, go to:

<https://sites.google.com/site/iearnilluminate/>

Collaboration Centre tutorials

Videos that guide teachers to find projects, register students, and manage profiles:

tutorials.iearn.org

Top Ten Tips for Teaching with New Media

This guide helps you make the most of the latest technologies with innovative ways to use them during the school year.

<http://www.edutopia.org/ten-tips-teaching-new-media-resource-guide>

Exchange 2.0 Technology-Enabled International Education Guide

This resource lists many tools used in international collaborative projects.

<http://www.connectallschools.org/node/132301#Tools>



1. What technology tools are important for your students to know how to use?
2. What technology tools will best enhance your students project work and presentation of the results?



MODULE SEVEN: COMMUNITY OUTREACH & ENGAGEMENT

HOW DOES COMMUNITY OUTREACH AND ENGAGEMENT BENEFIT STUDENTS?

Once students have discovered what motivates them and identified their final products, reaching out to the community is a great way for them to achieve their goals and apply their understanding of subject matter in a real world context.

Using community members and resources outside the classroom provides students with an opportunity to learn of additional perspectives and increase their knowledge about an issue. By engaging with various community members and representatives, students may discover that a proposed solution they developed in the classroom may not be feasible in the community or that it is supported by one group but rejected by another. This allows students to evaluate the practical applications of a proposed solution to determine if they need to revisit a previous stage of their work and reconsider factors such as



1. How does community outreach and engagement benefit students?
2. How can my students engage with community members and find resources for their global project?
3. How can my class collaborate on service activities with their peers around the world?

In preceding modules you have learned how to plan and begin a project, as well as how to work collaboratively online and utilize technology tools. In this module you will learn how students can access, utilize, and collaborate with community resources, at the local and global level, to enhance their online global project work and make a meaningful contribution to the community.

GLOBAL COMPETENCIES FOR STUDENTS

- Identify and create opportunities for personal or collaborative action to address situations, events, issues in ways that improve conditions;
- Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences;
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.

From Global Competency Matrix: Take Action

cost, benefits, implementation and sustainability. This helps ensure that their final products make a meaningful contribution to the community.

Community engagement also allows students to develop critical skills that help them become more aware and empowered to be agents of change in their communities. Some of the skills students learn and practice include:

- **Communication** with various community officials and residents;
- **Investigation and Analysis** of facts/records/data sets/interviews;
- **Compromise** on strategies/solutions among peers and stakeholders;
- **Creativity and Innovation** to devise the most effective solutions ;
- **Management/responsibility** of ongoing work tasks and commitments to community members.

ENGAGING WITH COMMUNITY MEMBERS AND RESOURCES

There are many ways that students can engage with their community throughout their project and bring real world experience into the classroom. Students can use community resources to obtain necessary information for project

research, to seek guidance and feedback during project work, and to achieve and share final products. A global project can also include service activities to connect student learning to directly benefit the community.



- 1 Research**
At the beginning of a project, community resources can help students conduct research, gather information, and develop a plan for their project. For example, students may decide to contact members of their local government or an area business in order to conduct research, collect data, and identify various perspectives and competing priorities within a community.



Four Ways to Engage The Community in Global Projects:

1. Conduct class **research** by using primary sources in the community and interviewing local experts.
2. Invite local experts to give **guidance and feedback** during the project.
3. **Present final products** to local and global community members.
4. Plan **service learning activities** for students to apply knowledge and skills gained in class to contribute to the community.

EXAMPLES OF COMMUNITY RESOURCES

Members	Sites	Primary Sources	Experiences
<ul style="list-style-type: none"> • Business Owners • Non-profit Workers • Government Workers • Professors/ Researchers • Elected officials • Community Activists • Educators/students from other schools 	<ul style="list-style-type: none"> • TV/Radio stations • Rotary/Social Clubs • Museums/Historical Societies • Colleges/universities • Corporations • Factories • Hospitals • Recreation Centers • Nature Centers/Zoos • Monument/Landmark 	<ul style="list-style-type: none"> • News Articles • Public Records • Data sets • Local Business Plans • Legislation/Policies • Census Results • Maps 	<ul style="list-style-type: none"> • Field Trips • Service Activities • Mentorships • Internships • Job Shadowing • Surveys • Guest Lecturer

Make use of students and teachers in the iEARN network as resources for project research. At the beginning of the project, have students share their project ideas for feedback, interview their global peers, and collect data and information from other countries.

2 Guidance and Feedback

During the project, students can share their work with community members to get guidance and feedback to revise their projects. Community members and global peers can give input on the project and connect it with the community. For example, students working on a public awareness project to prevent malaria can share their plans with local doctors or nurses to incorporate their expertise into their final product. In a literature project, students can share their essays or poems with their global peers for feedback and make changes to their work.

3 Presenting Final Products

Sharing final products with community members gives students an opportunity to celebrate the completion of their project. Presenting also serves as a time for reflection on their work. After presenting the project, ask students what they learned and how it benefited the community.

Parents, community members, and other classes at school are all potential audiences for presenting project work. Students can also share their work with local newspapers, radio, or TV stations to reach a wider audience. Of course, students should also present their final projects to the global peers that they collaborated with during the process. In the next module, we will look at various ways that students can present their work to diverse audiences.



4 Service Learning Activities

Service learning combines an organized service activity with instruction and purposeful reflection as a means to achieve positive change. Service learning involves more than just completing a volunteer activity that benefits the community. Service learning involves students as active players in identifying and understanding community needs and planning an activity that will make a meaningful contribution and lasting impact on the community.



IDEAS FOR LOCAL & GLOBAL COMMUNITY ENGAGEMENT

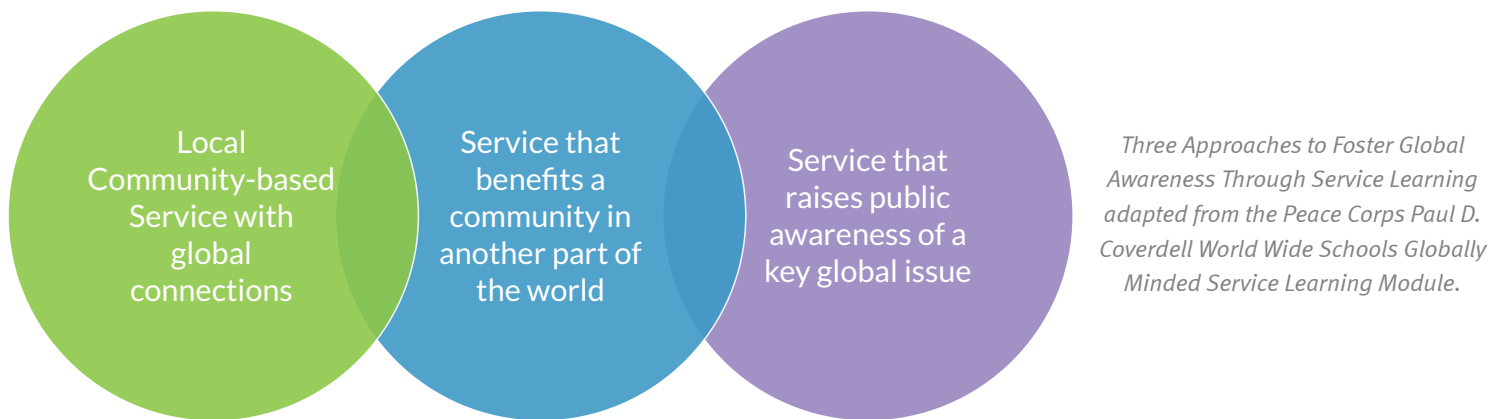
	Local Community Engagement Ideas	Global Community Collaboration
Project Research	<ul style="list-style-type: none"> • Meet with public/private officials to conduct interviews, request records/ data sets • Contact local businesses to conduct research, learn about best practices, or request support 	<ul style="list-style-type: none"> • Interview students in other countries to collect information • Ask youth in other countries to share information or resources from their local experts
Guidance & Feedback	<ul style="list-style-type: none"> • Ask local experts to critique project plans and drafts of final products 	<ul style="list-style-type: none"> • Post drafts of student work in online forums for feedback from youth in other countries
Presenting Final Products	<ul style="list-style-type: none"> • Broadcast public service announcements • Provide educational workshops • Create campaigns to raise awareness, funds, etc. • Submit articles or other pieces to news/media outlets • Hold science exhibitions with live demonstrations 	<ul style="list-style-type: none"> • Present projects virtually using videoconferencing tools (Skype, AdobeConnect, Blackboard Collaborate) • Present at a virtual conference such as the Global Education Conference, YouthCaN Conference, or National Disaster Youth Summit • Hold virtual photo or art exhibits
Service Learning	<ul style="list-style-type: none"> • Participate in a local clean up, tree planting, park/green space improvement • Hold an international dinner or car wash to raise money for a project-related cause 	<ul style="list-style-type: none"> • Plan and conduct service activities on the same day for events/days such as Global Youth Service Day or Earth Day



Students understood through their folk tales project that the world is small; we all share the same things even though they have different names in other countries. By learning the moral of the tales, my students changed and stood apart from the other students in school. Students drew pictures, acted the folk tales for a big audience at our school, and read their folk tales in elementary schools. This project changed my students, my school, and me.

~ Zeboniso, iEARN Educator, Tajikistan

Three Approaches to Foster Global Awareness Through Service Learning



Three Approaches to Foster Global Awareness Through Service Learning adapted from the Peace Corps Paul D. Coverdell World Wide Schools Globally Minded Service Learning Module.

ENGAGING AND COLLABORATING WITH THE GLOBAL COMMUNITY

Students participating in global projects have the opportunity to engage with both their local and global communities. By sharing knowledge with their peers globally in an interactive online platform, such as the iEARN Collaboration Centre, students become educators as well as learners and increase their own retention and understanding of core concepts. They develop more comprehensive, effective solutions to the problems they are addressing in their projects.

Service learning activities are a great way for students to engage with their peers globally. Consider these three approaches to bring global awareness to your class through service learning:

- **Community-based service:** Students can conduct a volunteer project in their community to address a local issue at the same time as their global peers. For example, students in the CIVICS project address a local issue like child literacy by volunteering to tutor younger students. They share their work with students

around the world doing similar activities in their own countries.

- **Service for another community:** Students can also choose to do a service activity that benefits a community in a different part of the world. For example, students in the Solar Cooking Project design and construct solar cookers, use their ovens to bake desserts, then sell their products and donate the proceeds to a program that ships solar cookers to Haiti to help address issues of hunger and deforestation.
- **Raising public awareness for global issues:** Students' service activities can help raise awareness in their local community about an issue that impacts the world. For example, students from Nepal, Bangladesh, and the U.S. studied the water quality of their local rivers and then compared results with one another. Together students discussed water pollution and collaborated on local campaigns to raise awareness around the world about water contamination and how to take care of our rivers.

“

“iEARN gave our students the chance to discover that the issues they are facing in their local community are global. Environmental issues, empowering women, and finding solutions for hunger are not local issues to them anymore.... sharing their strategies, findings and achievements with their global peers will open new doors for all of us”

~ Hiba, After School Teacher, Syria



NEXT STEPS

In this module, you learned more about why and how to engage students with their local and global community when doing collaborative projects. You may have begun to consider the ways in which students can access resources and interact with members of their local and global community. You also reviewed some information, ideas, and resources about service learning activities that you may do with students and how they can enhance global awareness. In the next module, you will learn more about presenting final outcomes and how to help students create and share their project work in meaningful ways.



Want to learn more about youth service activities?

Paul D. Coverdell World Wise Schools has many resources and instruction modules designed for implementation of service learning activities. Resources include planning templates, rubrics, and how to make curricular connections through service learning.

<http://www.peacecorps.gov/wws/educators/servicelearning/>

Service project toolkits, tip sheets, and other resources from Youth Service America:

<http://www.ysa.org/resources>



1. What are some community resources your students could access locally and globally?
2. How might you incorporate community engagement at various stages of your project?



MODULE EIGHT: PRESENTING STUDENT OUTCOMES



1. Why should students present final products?
2. What are the various ways students can present project work?
3. How can students share and present their final products with a global audience?

As previous modules have indicated, a critical component of project-based learning is the creation of final products. These final products provide a means for students and teachers to assess completed work, reinforce learning outcomes, and reflect on the process. And, as students increasingly discover and practice using various technology and media tools to share their work with an authentic audience, they are able to make real world connections that make an impact at home and abroad. This module will provide you with examples of various methods and platforms for presenting student work to audiences in local and global communities.

WHY SHOULD STUDENTS PRESENT FINAL PRODUCTS?

Many interesting projects can fail to make a lasting impression because inadequate attention and planning was dedicated to the project's final product and presentation. BIE often reminds teachers doing PBL that if a project does not have a final product worth sharing beyond the classroom, it is not a project worth doing. In fact, the goal with any project is to create and share a final product that makes a meaningful contribution and allows students to multiply the impact of their learning among a larger audience.

When presenting final products to an audience, students engage with the material in new and meaningful ways. They experience a sense of ownership and pride in the work they have done and the final product they have created. Students become teachers when they present for others, which reinforces concepts and skills they

learned throughout the project. Presentations also allow students to prepare and practice how to communicate information effectively as well as inspire collaboration and cooperation among their audience. Fielding questions and responding to feedback allows students to analyze their project work more carefully, from various perspectives, and to learn how to articulate the ideas and decisions made throughout the project. As a result, students develop 21st century skills and global competencies that are necessary for academic and career success. Presenting final products may also serve to raise awareness about various issues and help students obtain additional support for their project work by way of publicity, funding, and access to materials, equipment, experts, etc.

Types of Project Presentations

Student products can take many different forms. They may include magazines, creative writing anthologies, websites, letter-writing campaigns, reports to government officials, art exhibits, workshops, performances, fundraisers, and many more examples of youth taking action as part of what they are learning in the classroom.

The type of presentation that your students choose will depend on the

final product and their audience. For example, if students' final products include a strong visual element such as photo-essays, murals, artwork, or videos, consider a school or community exhibit or screening to display their work. If the final product is a compilation of written works, such as essays, poems, stories, or articles, consider sending select pieces to a school or local newspaper or publishing online on a blog or website.

In today's classroom, more students are utilizing various technology tools at multiple stages of the project, including the final product presentation. As reviewed in Module Six, there are a number of tools available that allow students to integrate visual, auditory, and interactive elements in order to create more dynamic and engaging presentations. If students are presenting their work to a live audience, such as parents, local experts, or a younger group of students, tools that integrate text, photo, and video such as Prezi, Animoto, and Timeglider, can make a presentation more engaging. If students are sharing their work virtually with multiple audiences, video-conferencing tools, such as AdobeConnect, Blackboard Collaborate, or Skype can help them connect in real-time.



For international project participants, presentation of final products allows students to develop key knowledge, skills, and attitudes such as the examples below from The Global Competence Matrix.

Communicate Ideas:

- Select and use appropriate technology and media to communicate with diverse audiences
- Reflect on how effective communication affects understanding and collaboration in an interdependent world

WHAT CAN MY STUDENTS DO?

- Audio Slideshows
- Radio, TV programs
- Websites, Wiki pages, Blogs
- Drawings, sculptures, murals
- Surveys, petitions
- Comic strips, flipbooks, animation
- E-Newsletters or newspapers
- Inventions, demonstrations
- Interviews, articles, research papers
- Public service announcements
- Plays, songs, dances
- Bulletin boards
- Workshops for younger students
- Novels, stories, poems, anthologies
- Brochures, pamphlets, posters

More ideas at: projectfoundry.org



PROJECT SNAPSHOT



In the **One Day in the Life** project, students share photos, videos, writings, and illustrations to tell the story of their daily life. Youth make cross-cultural comparisons on aspects of typical days, like going to the market and sports, and special days, such as holidays and birthdays in their life.

Final product: Students from around the world shot and collected photos documenting their daily lives.

Presentation: A group of students in Oak Bluffs, Massachusetts held an exhibition at a local art gallery to display their photos and photos from their peers around the world.

Audience:

Local community members including parents, other teachers and students, and art lovers in the community attended the exhibition.



PRESENTING TO A GLOBAL AUDIENCE

Classrooms that participate in online global projects have an opportunity to work collaboratively across cultures to explore and address issues that matter to them. As the project comes to a close and students complete their final products, they have an opportunity to share and present these products to both local and global audiences.

In the iEARN Collaboration Centre, students can post their completed work in online project forums and receive feedback from fellow collaborators as well as other interested peers worldwide. In addition to presentations that are shared online in the iEARN Collaboration Centre, students can also participate in local, regional, and international events and gatherings throughout the year to share and exhibit their project work and final products. Students might present products in real-time either virtually or face-to-face. The following are a few virtual and

face-to-face opportunities for students to present their work to global peers:

- **iEARN International Conference:** Annual conference that typically brings together teachers and students from more than 40 countries to share their project work and what they have learned about technology, global issues, and working collaboratively.
- **Global Education Conference:** Virtual conference that takes place via Blackboard Collaborate for educators and students to present ideas, projects, and examples related to global connections and education.
- **YouthCaN Conference:** Youth-led conference at the American Museum of Natural History in New York City, where student groups from around the world present their project work on environmental topics both face-to-face and virtually.
- **Natural Disaster Youth Summit:** Annual conference where youth meet face-to-face and virtually to present how they are working to utilize information and communication technologies to mitigate the impact of natural disasters.

PREPARING STUDENTS AND AUDIENCES FOR PRESENTATIONS

It is important to prepare students well in advance of their presentations so they have a clear understanding of the expectations. First and foremost, make sure that all logistical considerations have been coordinated and confirmed before presentation day. You may wish to create a presentation day checklist with students to ensure that all details are covered beforehand. Your checklist can include preparing materials, testing equipment, arranging the space, and preparing the audience and presenters.

Spend some time with students and ask them to consider the audience and prepare themselves accordingly. If students are presenting to a younger audience, they



PROJECT SNAPSHOT

In the YouthCaN project, youth clubs and classes share an interest in studying and protecting the environment. Activities such as local hikes, community clean-ups, explorations of the environment, and investigations of environmental topics, conferences and workshops are all youth-directed.

Final product: Youth around the world created final products that included skits, videos, demonstrations, and workshops to address marine life and water issues related to the 2013 YouthCaN theme "Helping Underwater Environments."

Presentation: Youth presented their final products at the 2013 YouthCaN Conference at the American Museum of Natural History in New York. Students from Indonesia performed a skit about protecting their coral reefs while students from New York shared a video and PowerPoint presentation about their water-testing project. Several groups joined the conference by Skype to present their studies on local water issues.

Audience: Elementary, middle, and high school students from around New York City, student groups from other countries, local science experts, museum staff, and local environmental organizations attended face-to-face and virtually.

may need to prepare simple explanations, include more photos and videos, and think about how to include interactive elements in their presentation. If students are presenting to local experts, they should be prepared to share evidence, resources, and in-depth explanations to support their project work. Also remember to prepare your audience. If the audience is to do more than listen passively, explain expectations and prepare them in advance with presentation objectives or participation guidelines as necessary.



BIE TIPS FOR STUDENT PRESENTATIONS

- Have each student individually answer at least two questions about his or her work, with no help from teammates.
- Ask a student to answer a question about what another student has presented.
- Tell students that you may call on any one of them to deliver any part of the presentation so they will each need to be prepared.

--Adapted from BIE PBL Starter Kit

NEXT STEPS

In this module you have learned more about various methods, tools, and platforms that students can use to share final products among diverse audiences locally and globally. In the next module you will learn more about tools and resources you can use to evaluate what students learn during their collaborative project experience.



How to publish student work in an iEARN Learning Circles Project:
http://us.earn.org/professional_development/multimedia/circles/lcguide/p5.publish/5.publish.html

BIE Student Presentation Rubric:
www.bie.org/tools/freebies/high_school_presentation_rubric

Technology Tools for the Classroom Presentation Resources:
<http://www.pearsonschools.com/blog/?p=295>

Narrated slideshows:
<http://www.edutopia.org/maine-project-learning-student-work-homeless>



1. Can you identify an audience with whom students might share their work outside the classroom?
2. How will your students present their final product and what will you and your students need to do to prepare for the presentation?



MODULE NINE: EVALUATING & MEASURING RESULTS



1. Why is assessment important and what is authentic assessment?
2. What are some assessment tools I can use?

Now that you have learned more about students' final products and presentations, this module will examine how these are linked to assessment and how you can evaluate the skills and knowledge that students develop as a result of their global project work. This section will also provide more information about the meaning of authentic assessment and what kinds of methods, tools, and resources you may wish to use to measure student learning throughout their project experience.

WHY IS ASSESSMENT IMPORTANT?

Good assessment techniques analyze what has already been learned, what still needs to be reviewed, and what new learning goals need to be introduced. If assessment is designed to measure the effectiveness of curriculum, then curriculum should also be driven by the results of previous assessment. This cycle ensures that students are always moving forward on their own learning continuum.

In order for assessment to promote learning, three elements must be in place:

- A clear understanding of the learning goals;
- Information about where the learner is in relation to those goals;
- A plan for closing the gap between what the learner knows and needs to know.

Assessment also sheds light on different styles of learning and

which methods of instruction are most effective. Through assessment, an instructor gains the requisite information for choosing and utilizing those teaching strategies that best help a learner progress towards the goals of a project.

Each project or unit should begin with some sort of pre-assessment:

- Do students already know some of the material you plan to cover?
- Which students have gaps you'll need to fill?

Assessing student progress also directly impacts how you deliver instruction by helping you to modify learning goals and plan the direction and pace of activities as necessary. For example, informal assessments at the end of each day can help you to map out goals for the following day; you may need to reinforce material with one group of students while introducing new material to others. At the end of the session, you'll measure overall learning and identify areas for each student's continued growth and development.



Authentic assessment develops closer and more complex relationships with students around concrete tasks that launch formal and in formal conversations, peer collaboration, and teacher feedback. It values the thinking behind work- the process- as much as the finished product.

~ Nour, Classroom Teacher, Tunisia

As an integrated part of instruction, assessment determines whether or not curricular goals are being met. It is used to measure the recent knowledge or skills that a student has acquired. We need to continually ask ourselves the following questions:

- “Are we teaching what we think we are teaching?”
- “Are students learning what they are supposed to be learning?”
- “Are my students critical thinkers? Problem solvers? Good communicators? Information and technology literate? Flexible and adaptable? Innovative and creative? Globally competent? Environmentally literate?”



Ideally, curriculum and assessment go hand-in-hand. Most iEARN projects are designed to engage students in real-world, relevant, holistic tasks, and build on students' prior knowledge in order to achieve deeper learning. These projects attempt to teach skills that will allow students to face a world that is continually changing. Because of the ongoing nature of projects, it should be assumed that as the skill and knowledge base of our students change, so too should the learning goals. Teachers doing online global project work with their students have an opportunity to share creative ideas and innovative models for how to measure what matters most, both in terms of making a difference in the world and meeting established educational standards.

WHAT IS AUTHENTIC ASSESSMENT?

Authentic assessment is a form of assessment that requires students to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment could include such procedures as rating criteria on a scale, observing student performances, critiquing student products, conducting interviews, and reviewing a student's previous performance as well as paper and pencil type testing. This more inclusive model of assessment broadens the kind of information that is collected about students and the way that this information is used to evaluate student learning. Authentic assessment is not merely the random recall of previously covered material, but instead builds upon the strengths that all learners bring to the learning situation and examines how competencies overlap and connect with one another.

Instruction, learning, and assessment are all connected and since online global projects often rely on an integrated, interdisciplinary approach, it is increasingly important to remember that paper and pencil testing is only one way to collect information about student learning. In fact, as students continue to use more

dynamic, interactive tools to learn, adopting a broader approach to assessment is more appropriate.

Authentic assessment should:

- Document and promote the development of “real world” skills, such as problem solving and collaboration, as well as understanding of subject matter.
- Reflect student learning over time not just focus on one final student performance on a presentation or exam.
- Take place in a context familiar to the student.
- Present students with the assessment criteria before assessment takes place. (Some teachers may ask students to help develop rubrics for evaluating student work making students co-creators of their own evaluation criteria. Other teachers may use external criteria but explain them to the students before the



- project begins).
- Build real mastery of a subject by allowing students to revise their work and incorporate new understandings and constructive feedback.
- Require an authentic audience such as other classmates, parents, and community members.

HOW TO ASSESS PROJECT-BASED LEARNING

1. **Final Products:** Whether students create a collaborative newspaper, film, conference presentation, website, artwork, model, or workshop, authentic final products show how students apply content and skills learned to real-world projects.
2. **Written Examinations:** Traditional written examinations conducted either as closed book, open-book, individual, or group tests.
3. **Practical Examinations:** Students apply skills learned during the project through completing a performance task such as a live demonstration or task on demand.
4. **Peer Assessment:** Students give feedback to their classmates and evaluate how well others learned content and skills.
5. **Self-Assessment:** Students evaluate their own learning and answer questions or write reports on what skills and content they learned.
6. **Teacher Assessment:** Feedback provided by teachers that encourage students to explore different ideas. Teacher assessment may examine how successfully individuals interacted with their group and determine their level of cognitive growth.
7. **Oral Presentations:** Students practice their verbal communication skills and prepare for the real world where they will likely be expected to present ideas and results clearly and accurately to their peers.
8. **Reports:** Written communications where students organize ideas or arguments, give supporting evidence, and draw conclusions
9. **Student Portfolios:** Samples of student work in various media forms to collect and showcase authentic evidence of learning.

Adapted from iEARN teacher Carolyn Davis list of assessments



True learning leads students to discover their own passions and their own accomplishments, not to just repeat what they learned without making it their own. Assessments that encourage students to process information in a way that requires real life skills and creates lasting learning are authentic assessments.

~ Taraneh, Classroom Teacher, Pennsylvania

HOW TO ASSESS PROJECT-BASED LEARNING

Listed below are assessment examples used at various stages of the Finding Solutions to Hunger Project in which students study problems related to hunger/food security and then develop ways to address them.

Introductory stage

- Netiquette Quiz
- Scavenger Hunt

Implementation stage

- Food Diary
- Chart of Food consumed by food groups

Conclusion

- Self and Group Project Evaluations
- Service-learning activity
- Multimedia electronic book or video

NEXT STEPS

In this module you have learned more about the meaning of authentic assessment and how to develop and use various methods to assess student learning throughout a global collaborative project. As you begin to think about the different ways to assess your students' learning during projects, consider the links in the resources section which include further reading and more detailed examples and templates of rubrics, tasks on demand, data reflections, formative assessments and other relevant tools you may wish to develop or adapt for your students.



To prepare teachers for their students' online collaborative project work, iEARN partnered with the Buck Institute of Education (BIE), a recognized leader in project-based learning resources and training. Several of their resources are listed in the resources for this chapter.

BIE Rubrics for Assessment – Collaboration and Presentation Rubrics for PBL:

<http://www.bie.org/tools/freebies/cat/rubrics>

Edutopia Professional Development Assessment Guide:

<http://www.edutopia.org/assessment-guide>



1. What assessments will best determine that your students are meeting goals and objectives of the project?
2. In what ways might you involve students in developing assessments and/or evaluating their peers?

RESOURCES AND FURTHER INFORMATION

iEARN RESOURCES

iEARN Collaboration Centre

Connect with teachers from around the world to share project activity ideas, lesson plans, and resources at: collaborate.iearn.org

View tutorials for navigating the Collaboration Centre online platform are available at: tutorials.iearn.org

PROJECT PLANNING RESOURCES

The following resources, toolkits, and websites support teachers in conducting cross-cultural activities, project-based learning, using technology in the classroom.

Buck Institute for Education (BIE)

BIE's website includes extensive data, tools, and services designed to help educators how to implement project-based learning to improve 21st Century teaching and learning throughout the world available at: www.bie.org

Edutopia

Edutopia's website contains information, articles, and other resources related to project-based learning and technology in order to improve K-12 learning and better prepare students for the future available at: <http://www.edutopia.org/>

Teachers' Guide to Exchange 2.0 - Technology Enabled International Interaction

This guide was designed to help teachers use the Internet to connect globally and includes information about technology tools, global project examples, and resources for collaborative project work: <http://www.connectallschools.org/exchange-guide-international-collaboration>

Building Bridges: Peace Corps Classroom Guide to Cross-Cultural Understanding

This workbook provides short, adaptable lesson plans and activities that build cross-cultural awareness, respect, and communication in the classroom available at: <http://www.peacecorps.gov/www/publications/bridges/>

Teachers' Project Pedagogy

A comprehensive guide prepared by ELT@lgeria: <http://eltalgeria-teachersproject.webs.com>

USEFUL INFORMATION ON SKILLS, COMPETENCIES, AND STANDARDS FOR GLOBAL PROJECTS

Projects prepare students with the skills and competencies they need to be productive global citizens. Below are some skills and competencies that have been identified by international organizations.

Global Competency Matrices, Council of Chief State School Officers 2011

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning. These matrices provide an overall definition of global competence and guidelines for how it might be demonstrated by students: <http://www.edsteps.org/ccsso/SampleWorks/Matrices420.pdf>

Framework for 21st Century Learning, Partnership for 21st Century Skills 2011

The Partnership for 21st Century Skills has developed a vision for success the new global Society. This framework describes skills, knowledge, and expertise that students must master to succeed in work and life and is available at: http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf

ISTE National Educational Technology Standards (NETS), National Society for Technology in Education 2007

NETS for students are standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world: <http://www.iste.org/standards/nets-for-students>

Curriculum Integration Toolkit, iEARN-USA 2013

Curriculum integration plans for iEARN projects show how teachers align projects with national standards, including Common Core State Standards for the U.S.: <http://us.iearn.org/projects/curriculum-integration-toolkitassessments>

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The U.S. Department of State's Bureau of Educational and Cultural Affairs promotes international mutual understanding through a wide range of academic, cultural, private sector, professional, and sports exchange programs. These international exchanges engage youth, students, educators, artists, athletes, and emerging leaders in many fields in the United States and in more than 160 countries.



As part of the CSYN program, iEARN collaborated with the Buck Institute for Education (BIE) to develop new tools and resources in Arabic and English to facilitate teachers' use of Project Based Learning around global themes. Founded in 1987, the Buck Institute of Education works to expand the effective use of Project Based Learning throughout the world.



Health



Environment



Food Security



Civic Education



Peace Education



Literacy and Education



Social Entrepreneurship



Empowering Girls and Young Women



www.earn.org
collaborate.earn.org