



Guess Who is Coming to Your Classroom? Online Exchanges and Global Collaborations for Every Classroom



The Henry M. Jackson
School of International Studies
University of Washington

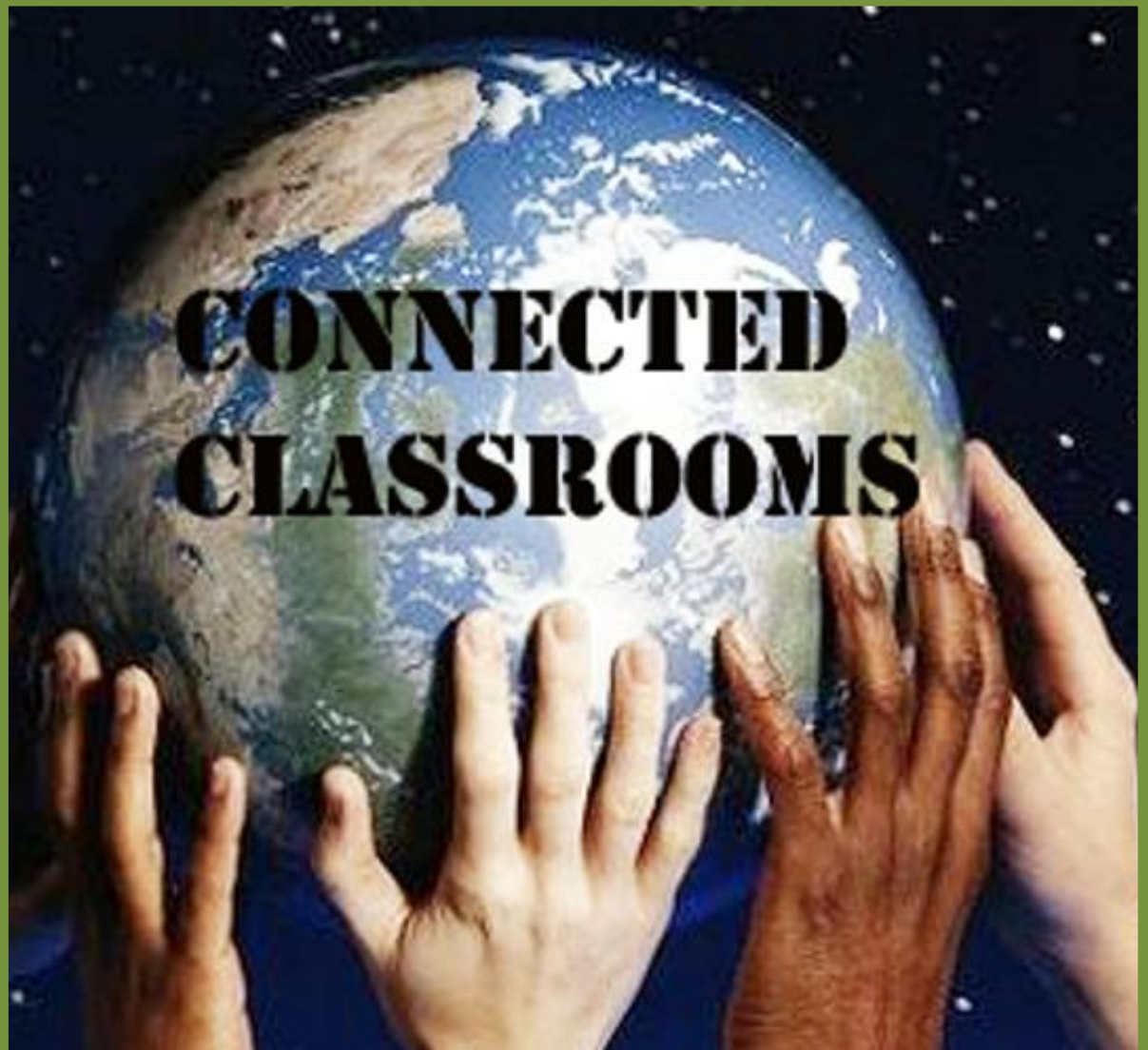
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A Resource Packet for Educators

COMPILED BY:

Annie Kean, Shannon Dunn, Amy Lutterloh, Benjamin Dohn,
Tese Wintz Neighbor & Laura Adriance

WORLD AFFAIRS COUNCIL

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GUESS WHO IS COMING TO YOUR CLASSROOM?

ONLINE EXCHANGES AND GLOBAL COLLABORATIONS FOR EVERY CLASSROOM

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted from the source website.



Recommended



Visual



**Science, Technology,
Engineering, and Math
(STEM)**



Breaking Stereotypes



INTRODUCTION

With recent advances in technology, teachers now have a wide variety of options for creating global classroom connections. What kinds of connections are possible? Explore communication and collaboration with students from other countries through:

- Live Interactions
- Collaboration Programs
- Pen Pal Programs
- Data Sharing
- Service Learning Projects

In addition to structured programs, there are online communities that allow teachers to find one another via discussion groups or announcements that resemble classified ads, and then create their own “do it yourself” connections.

This updated packet represents an attempt to compile information and categorize options in order to make it easier for teachers to identify a program to try. The diagram of programs may help with narrowing down the choices, and the descriptions and links will provide further information. Even promising connections do not always pan out, so experienced teachers advise being ready to pursue more than one program.

Local teachers involved in our Teacher Leaders for Online Exchange (TLOE) project have found that personal and professional networks can be just as valuable as formal programs for making connections. A class parent or a friend of a friend may know a teacher in another country and may be able to help you with the initial contact to get your project started. Using word of mouth and social media to alert contacts of your interest is a great first step. Our Teacher Leaders for Online Exchange also found that getting a new connection started can take a long time. They recommend starting the process in the spring or summer in order to have a connection the following school year. In this packet you will find more suggestions from this group as well as articles written by teachers who have successfully created global connections for their classrooms. While it may involve a lot of effort, these teachers assert that the high level of student engagement and the unforgettable learning opportunities make that effort worthwhile.

Whether you find a classroom to connect with on your own or go through a program listed in this packet, we encourage you to pursue substantive global connections that will enrich your students’ learning and help them begin to see themselves as global citizens. If you have questions or suggestions, please contact us at gcstaff@world-affairs.org



To find more packets that support global education, please visit:

<http://www.world-affairs.org/teacher-resources>

If you live in the Seattle area and would like to attend World Affairs Council events or Global Classroom professional development programs, please visit our calendar page at:

<http://www.world-affairs.org/calendar/>

I WANT MY STUDENTS TO EXPERIENCE...

Live Interactions (Videoconference, Skype, etc.)

Face to Faith (6-12)

\$ Flat Connections (K-12)

Skype in the Classroom (K-12)

Global Education Conference (K-12)

\$ Global Nomads Group (K-12)

Online Model UN (7-12)

CAPSpace (K-12)

Google+ Connected Classrooms (K-12)

\$ — Program Cost

Pen Pals

Paper and Pencil

Peace Corps Coverdell World Wise Schools (K-12)

RESPECT International (K-12)

School to School International (K-12)

Project Peace Pal (7-12)

Books as Bridges (K-12)

Semester at Sea Vicarious Voyage (K-12)

Data Sharing

Online

ePals (K-12)

\$ Pen Pal News (6 weeks free) (7-12)

Quadblogger (K-12)

The Global Read Aloud (K-12)

Peace Corps Coverdell World Wise Schools (K-12)

Darfur Dream Team Sister Schools Program (7-12)

Edmodo Pen Pal Project

Service Learning

Center for Innovation in Engineering and Science Education (CIESE) (K-12)

\$ Flat Connections (K-12)

Global Education Conference (K-12)

The GLOBE Program (K-12)

Project Peace Pal (7-12)

RESPECT International (K-12)

Darfur Dream Team Sister Schools Program (7-12)

Books as Bridges (K-12)

Collaboration (Projects)

\$ iEARN (K-12)

Quadblogger (K-12)

\$ Flat Connections (K-12)

Global Education Conference (K-12)

\$ OneWorld Classrooms (K-12)

Challenge 20/20 (K-12)

People to People International (9-12)

Global School Net (K-12)

Global Virtual Classroom (K-12)

Kidlink (K-8)

Rock Our World

The Memory Project

Find information on each program alphabetically on the following 10 pages.



PROGRAM DESCRIPTIONS

(Please note: Descriptions were excerpted directly from the websites.)

Books as Bridges

<http://www.internationalbookproject.org/home-3/books-as-bridges/>

In this program, local classrooms are partnered with overseas International Book Project partner classrooms, providing a unique opportunity for students to learn about foreign cultures while sharing their own. Just as our founder Harriet Van Meter would have liked, Books as Bridges students develop friendships with their pen-pals and become more excited about writing and learning, especially with assignments related to their international peers.

CAPspace

<http://projects.twice.cc/>

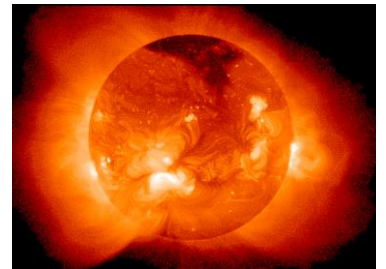
CAPspace is a social networking tool for educational videoconferencing. Join to find colleagues and schools interested in collaborative videoconference projects. Create and advertise your own collaborative videoconference projects to educators around the world. CAPspace also provides registration for collaborative events and projects such as TWICE's Read Around the Planet.

(http://www.twice.cc/index.php?option=com_content&view=article&id=87&Itemid=152).

The Center for Innovation in Engineering and Science Education

<http://www.ciese.org/collabprojs.html>

An Internet pioneer, CIESE received one of the nation's first grants in 1993 to explore Internet use in K-12 science and mathematics education. Since then, teachers and students worldwide have benefited from CIESE online projects. CIESE curriculum projects use 'real-time' data from government and commercial databases; engage students in telecollaborative projects using 'pooled' data from shared, web-based databases; involve student publishing on the Web; and provide access to unique and primary source information.



Global Sun Temperature Project

Join students from around the world as they determine how their geographic location affects their average daily temperature and hours of sunlight. (CIESE)

Challenge 20/20

<http://www.nais.org/Articles/Pages/Challenge-20-20.aspx>

Challenge 20/20 is based on Jean Francois Rischard's book *High Noon: 20 Global Problems, 20 Years to Solve Them*. In the book, he articulates 20 global problems from which your team(s) will choose a global problem to work on identifying and proposing local solutions. This is an Internet-based program that pairs classes at any grade level (K-12) from schools in the U.S. with their counterpart classes in schools in other countries; together the teams (of two or three schools) tackle real global problems to find solutions that can be implemented at the local level and in their own communities. Schools do not have to be NAIS (National Association of Independent Schools) members to participate. Private, public, and charter schools from the U.S. and any other country are accepted.

Darfur Dream Team Sister Schools Program

<http://www.darfurdreamteam.org>

The Darfur Sister Schools Program connects American middle schools, high schools, and universities with students in Darfuri refugee camps. Several NBA players have already signed on to this initiative by pledging financial support and/or dedicating time to working directly with U.S. sister schools. You can easily sign up today and begin participating in the Sister Schools Program. Once you sign up, the Darfur Dream Team will contact you. As a sister school, you will be able to make a lasting connection to Darfuri students by communicating through letters, pictures, care packages, and eventually video blogs.

PROGRAM DESCRIPTIONS

Edmodo Pen Pal Project

<http://globalclassroom2013-14.wikispaces.com/Edmodo+Pen+Pal+Project>

Edmodo is a social network that allows students and teachers to create groups that are closed to the public. Once a teacher has signed up, their class will be linked with 3 other classrooms from different regions of the world. Students will be placed into small groups on Edmodo that consist of 2-3 students from each school. In those small groups, the children will answer weekly discussion questions to share information about themselves and ask questions of their teammates to learn more about them. At the end of the project, the students will create a final "Eye Opener" project. What was an interesting thing or eye opener that you learned as a result of your participation in this project? Final projects will be posted to a wiki so all project participants can view them.

ePals

<http://www.epals.com/>

ePals is a global community of collaborative learners, teachers, and academic experts in 200 countries and territories. ePals provides connections to students, classes, and school districts worldwide that are safe and secure. It is the safe and protected solution for linking classes, schools, and school districts globally via ePals SchoolMail™, ePals SchoolBlog™, and Classroom Match.



Festivals Around the World

Students will explore traditions and festivals from their home country and investigate those from another part of the world. Students will create representations of the holidays they research. (ePals)



Face to Faith

<http://www.tonyblairfaithfoundation.org/projects/facetofaith>

Face to Faith is the Tony Blair Faith Foundation's innovative schools programme for 12-17 year olds, which is active in 19 countries and growing. Face to Faith connects students worldwide via a secure website where they interact. The programme features facilitated videoconferences where students discuss global issues from a variety of faith and belief perspectives. Through Face to Faith, students gain the dialogue skills required to prevent conflict by breaking down religious and cultural stereotypes.

Also read:

Tony Blair on Interfaith Dialogue, Education and Globalization

http://www.huffingtonpost.com/rahim-kanani/an-interview-with-tony-bl_b_780114.html



Flat Connections Projects

<http://www.flatconnections.com/about.html>

'Flat' learning is a multi-modal approach to learning with and from others in a global capacity. Flat Connections includes:

- **Flat Projects** - Global collaborative projects for all grade levels K-12. These projects are managed by experienced global educators and collaborators and build in success for the beginning global teacher and student as well as the more experienced participant.

PROGRAM DESCRIPTIONS

- **Flat Encounters** - Live events attended by teachers and often students as well, including virtual participants. Conferences, workshops, and summits, once again customized to the host venue or school and designed as a process with outcomes that can be implemented back into the learning environment after the event.

Global Education Conference

<http://www.globaleducationconference.com/>

The Global Education Conference is a collaborative, inclusive, world-wide community initiative involving students, educators, and organizations at all levels. It is designed to significantly increase opportunities for connecting classrooms while supporting cultural awareness and recognition of diversity and educational access for all.

Global Nomads Group

<http://gng.org/>

The Global Nomads Group's purpose is to foster dialogue and understanding among the world's youth. GNG's educational programs include video conferencing and videos for learning content on a variety of international issues relevant to teachers and students. All GNG programs are directly linked to school curricula, education standards, and 21st century learning objectives, and are accompanied by lesson plans and training to teachers. Programs are broadcast during the school day and cover a range of topics in the curriculum, including civics, social and global studies, geography, world history, science, economics, and politics. Read about the program in action at:

<http://www.edutopia.org/global-nomads-at-risk-students-connect-peers-worldwide>.

The Global Read Aloud

<http://www.globalreadaloud.com/>

The project was created in 2010 to connect the world through one book. A book is picked to read aloud to students during a set 6-week period and during that time you try to make as many global connections as possible. Each teacher decides how much time they would like to dedicate and how involved they would like to be. Connect with just one class, or as many as possible, through Twitter, Skype, Edmodo, email, or regular mail. Teachers get a community of other educators to do a global project with, hopefully inspiring them to continue these connections through the year.

Global SchoolNet.org

<http://www.globalschoolnet.org/index.cfm>

Global SchoolNet's mission is to support 21st century, brain-friendly learning, and improve academic performance through content-driven collaboration. We engage educators and students in brain-friendly e-learning projects worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness, and create multi-cultural understanding. We prepare youth for full participation as productive and compassionate citizens in an increasing global economy. Founded in 1984, GSN is a 501(c)3 non-profit education organization.



Food and Culture

International Project Teams will create a Kids Global Cookbook, complete with recipes, essays, photos and other student artwork. Teachers will contribute to the Global Children's Literature Database. Each class will submit one student-produced video.

(Global SchoolNet)

FEATURED PROGRAM: GOOGLE + CONNECTED CLASSROOMS

We all remember the days when we'd arrive at school, permission slips and bag lunches in tow, ready to venture forth on a field trip. Those were the days we waited for all year. Yet most field trips cost money, require lots of planning, and can only go as far as a school bus can take you.

We're launching a new initiative on Google+ called Connected Classrooms that enables students around the world to take "virtual field trips" through Google+ Hangouts, visiting places they would otherwise never be able to explore. We're kicking things off today with field trips to the Seattle Aquarium, the Minnesota Zoo, and the Solar Impulse hangar. Later, teachers can sign up to take their classrooms on virtual field trips hosted by organizations like National Geographic, Matilda the Musical, the Philadelphia Museum of Art and more than 20 other partners.

Check out the Google + homepage at: <http://connectedclassrooms.withgoogle.com/>
OR click links below to view archived virtual events:

Connected Classrooms: Hangouts in History—Ernest Shackleton's Antarctic Adventure

<https://plus.google.com/u/o/events/cc3l2j54v9t05gl12scdlfj4g4o?e=PersonalizedSul>

Ernest Shackleton is widely regarded as a shining light for his exceptional leadership in the face of adversity. We will place students into the thick of his Imperial Trans-Antarctic Expedition, 1914-17. This hangout will feature Professor Chris Turney and will require students to help Shackleton and his crew escape near certain death. "Hangout in History".



Connected Classrooms: A Global Conversation on Gun Violence

<https://plus.google.com/u/o/events/chv5q3rclc0geujd3vf2u7u2tq4?e=PersonalizedSul&authkey=CKLbxpnG4LLntgE>

At the one-year commemoration of the Sandy Hook tragedy, Global Nomads Group is hosting a global conversation on gun violence. We will speak with youth from Pakistan, Somalia, and the U.S. as they share their respective experiences with gun violence, its impact on their lives and communities, and how their personal experiences shape their perspectives.



Connected Classrooms: 4 War Memorials in 3 Countries in 3 Hours

<https://plus.google.com/events/coa2a3g50b26p31popil523bt04?e=PersonalizedSul>

Starting at the National War Memorial in Ottawa, Wednesday Nov 6 at 3:30 pm EST, then to Washington DC at 4pm to visit the Korean War Veterans Memorial and the Vietnam Veterans Memorial Wall. At 4:30 pm to Seoul Korea to the War Memorial of Korea with Robert Redl in Canada, Christina Arenas in the USA, and Jaehun Jang in Korea.

Watch the event live at <http://www.virtualphotowalks.org/watch-us-live/>



PROGRAM DESCRIPTIONS

Global Virtual Classroom

<http://www.virtualclassroom.org/> The Global Virtual Classroom People Exchanging Perspectives Clubhouse is a multi-national, on-line cooperation activity for students from 6 to 18 years old. Using Internet technologies to communicate, participating schools can do something as simple as exchanging electronic postcards or as complex as building a website or other projects online together. PEP partners will be matched with the aim of achieving cultural diversity of the participants, with individual preferences for matches given consideration wherever possible. K-12 classrooms of any subject are eligible to participate in this program. Free GVC Clubhouse facilities include secure, private discussion forums and web server space if needed. The GVC Clubhouse will be open year-round for maximum flexibility.



Children's Rights

Students will help to identify what they believe are the key rights of children while also exploring the rights defined in the Convention on the Rights of the Child. (iEARN)

The GLOBE Program; Global Observation to Benefit the Environment

<http://www.globe.gov/>

Students from the ages of approximately five through eighteen years in schools throughout the world conduct a continuing program of scientifically meaningful environmental measurements. GLOBE students transmit their data to a central data processing facility via the Internet, receive vivid images composed of their data and data from other GLOBE schools around the world, acquire information from a variety of sources, and collaborate with scientists and other GLOBE students and communities worldwide in using these data for education and research.

iEARN

<http://iearn.org>

There are over 150 projects in iEARN all designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules. To join, participants select an online project and look at how they can integrate it into their classroom. With the project selected teachers and students enter online forum spaces to meet one another and get involved in ongoing projects with classrooms around the world. iEARN has a special directory of project plans aligned to the Common Core Standards for easier adoption into the classroom, which you can find here:

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

IFLA Sister Libraries

<http://www.ifla.org/node/1746>

Is a program of IFLA Section Libraries for Children and Young Adults for children's libraries to build a partnership, exchange views and experiences, collaborate and develop joint programs for children's and YA's reading.

Kidlink

<http://www.kidlink.org>

The Kidlink project is run by the Kidlink Association, a newly-created non-commercial, user-owned organization in Sweden that helps children understand their possibilities, set goals for life and develop life skills. It is hosted on a social network site, a unique online-environment that allows teachers and students to collaborate in projects by providing a wide range of easy-to-use features and functions.

PROGRAM DESCRIPTIONS

The Memory Project:

<http://www.memoryproject.org/>

The Memory Project is a unique initiative in which art students create portraits for children and teens around the world who have been neglected, orphaned, or disadvantaged. Given that kids in such situations tend to have few personal keepsakes, we aim to provide them with special memories that capture a piece of their childhood - portable pieces of their personal history. As much as possible, we also want to help the kids see themselves as works of art.

OneWorld Classrooms

<http://www.ccph.com/>

OneWorld Classrooms is a nonprofit organization that builds bridges of learning between the classrooms of the world. OneWorld Classrooms offers free online travel and a variety of opportunities for K-12 classrooms to interact with overseas partners. Within the framework of their school curricula, OneWorld Classrooms teachers tap the uniquely connective powers of the arts and technology to provide opportunities for global exploration and cross-cultural communication in their classrooms. In doing so, they prepare their students to be active, contributing members of the global community. OneWorld Classrooms creates dynamic learning experiences through which students value themselves and their own culture, recognize the similarities between cultures that make all people a human family, and respect and appreciate the differences that make each culture unique.



Amazon Rainforest School Project

Students travel electronically with our team to the Amazon Rain Forest and interact with students who live there! The project is aligned with EdStep's Global Competence Matrix and includes curriculum connections in science, technology, social studies, math, language arts/poetry, art, music, and Spanish. (*OneWorld Classrooms*)

Online Model United Nations

<http://onlinemodelunitednations.org/>

Online Model United Nations (O-MUN) is a not-for-profit project by the Global Leadership Center at UT Austin. It is made possible through provisions of OrgSync, Inc. and LearnCentral by Blackboard Inc. O-MUN believes in democratizing the availability of the Model United Nations experience, to engage all high school students in the collaborative process of problem solving and consensus building, and to foster leadership and positive engagement through the discussion and debate of the world's most pressing problems. The services are and will be provided for free. Once you have signed in to O-MUN, you can register for upcoming debates. Check out the calendar or the list of upcoming debates on the sidebar. Registration opens approximately two weeks prior to the actual debate.

Peace Corps Coverdell World Wise Schools

<http://www.peacecorps.gov/wws/about/>

The World Wise Schools program is designed to broaden perspectives in culture and geography and to encourage service. There are many resources for teachers through the program. There is the Correspondence Match program that puts you and your class in touch with a currently serving Peace Corps Volunteer, and the Speaker's Match program which brings a former Peace Corps Volunteer to your class. There are innumerable lessons about cultures and countries worldwide. You'll find free cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more.

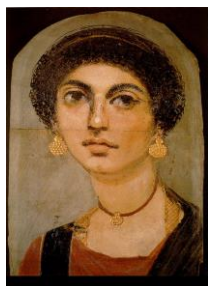
Penpal News

<http://www.penpalnews.com/>

Penpal News connects middle and high school classrooms and helps start conversations about current issues. The more structured nature of the program helps students to gain a totally different perspective while helping them to articulate

PROGRAM DESCRIPTIONS

their own personal beliefs. This program is open to both public and private schools. As a first-time user of PenPal News at your school, your first 6-week exchange is free. Subsequent exchanges will cost \$1.99 per student or \$250 for an all-access pass for all teachers and students from one school for the rest of the 2012-2013 school year.



Exchange Through Art

Students from around the world are invited to create Global Youth Murals, artwork that illustrates their cultures, communities and ideas about global issues and peace. The murals are then displayed at our headquarters and around the U.S. in a traveling exhibition. (*People to People Int'l*)

People to People International (School and Classroom Program)

<http://www.ptpi.org/> and

<http://www.ptpi.org/programs/SchoolClass.aspx>

People to People International's School and Classroom Program is a free service that connects a classroom in the United States to a class of similarly-aged students in another country.

Teachers can request a classroom in a particular country or let PTPI assign them a partner classroom anywhere in the world. Students learn about one another by exchanging letters and/or e-mails, and can limit their interactions to a penpal relationship or can collaborate on a specific project.

Project PeacePal

<http://www.peacepal.org/>

Project PeacePal offers teachers a standards-based literacy and peace skills curriculum that develops their students' ability to communicate ideas, resolve conflicts, and become leaders for peace. PeacePals are international friends who write letters to create a connected web of compassionate young leaders practicing the art of peace in daily life. As conflict arises out of misunderstanding and ignorance, PeacePal's international connections bring insight that in the midst of cultural diversity, there is an underlying common yearning for peaceful relationships based in respect. Students are asked to write three thoughtful hand written letters each school year. We with peers across the globe, provide you with a great curriculum, "Peace Begins in Me", letter and envelope templates, peer editing worksheets, and guidelines to writing a letter, providing structure for less confident writers.

Quadblogging

<http://quadblogging.net/>

Quadblogging can connect you with learners across the globe. Students are assigned to a group of four blogs— a Quad. Each Quad has a coordinator that ensures a smooth communication process. Each cycle lasts four weeks with each member of the Quad having a one week spotlight. During your week in the spotlight, as the focus school/class, your blog will be visited by the other Quad members and comments will be left. The deal is that you also visit the other members' blogs when they have their focus week.

Brownstones to Red Dirt

A feature-length documentary, tells the story of how these "lost" groups find one another through the RESPECT Pen Pal program. It not only shapes their lives, but also shows them that even if they can't count on the world, they can count on each other. The picture captures seemingly average students from Brooklyn and Sierra Leone whose inspirational growth shows that no child's future is predestined. (*RESPECT International*)



PROGRAM DESCRIPTIONS

RESPECT International (Global Letter Exchange Program)

<http://respectrefugees.org/> and http://respectrefugees.org/ac_index.shtml

RESPECT International is a refugee education sponsorship program, and their global letter exchange program puts refugee students in written communication with non-refugee students. They seek to raise awareness of refugee issues, to build bridges between refugee and non-refugee students, and to encourage students to raise awareness of refugee issues. Your classroom will correspond with a refugee or internally displaced persons (IDP) school in another country to meet one or more of these three goals.

Rock Our World

<http://www.rockourworld.org/>

Since 2004, Rock Our World has been connecting students and teachers to collaborate in composing original music, making movies, and meeting each other in live video chats. Using Apple's GarageBand, each country creates a 30 second drum beat. Every Friday, that drum rotates to another country, where the bass guitar is added. It keeps getting passed along, from country to country. At each stop, one more instrument is added. When it comes back to the original country, it has touched students from all over the world! While the music is moving, students are meeting each other in live video chats to discuss various topics of curriculum.

School-to-School International

<http://www.sts-international.org/> and <http://sts-international.org/get-involved/pen-pal-program/>

School-to-School International is a pen pal program that connects U.S. classrooms with peers in Guinea. School-to-School International also provides educational resources and support to the partner school in Guinea to provide increased learning opportunities for their students. Each student will send two letters and receive two letters in a school year.

Semester at Sea's Vicarious Voyage

<http://vicariousvoyageblog.wordpress.com/>

Semester at Sea (SAS) is a study abroad program which allows college students to travel to 8-12 international destinations over the course of a semester. Classes are held aboard a ship, and cross-cultural experiences take place when the ship is docked. The Vicarious Voyage program allows your classroom to correspond with a SAS participant during their semester of travels. The SAS participant sends letters and cultural artifacts to their adopted classroom, and students send letters on selected international topics.

Skype in the Classroom

<http://education.skype.com/>

Skype in the Classroom provides a directory for educators to find partners in the US or overseas for collaborative projects and exchange of ideas and best practices. Interactions are then conducted via videoconferencing (Skype). There are currently over 17,000 teachers and over 960 projects listed. Teachers create profiles and then post projects or respond to existing projects. Teacher and project directories are both searchable by age range, language, country and category.

"LESSONS LEARNED" FROM THE WORLD AFFAIRS COUNCIL'S TEACHER LEADERS FOR ONLINE EXCHANGE 2012

Teacher Leaders for Online Exchange

<https://www.world-affairs.org/programs/global-classroom/teacher-leaders-for-online-exchange/>.

The Teacher Leaders for Online Exchange (TLOE) project is intended to increase the number of classrooms in Washington State that are engaged in online (or paper-based) exchanges, connections, or collaborations with classrooms in other countries. Global Classroom provides support and resources to make it easier for teachers to develop such connections, relating the work directly to curricular goals so that global connections are not an "extra" but rather an integral part of students' learning experiences. TLOE also provides an opportunity for teachers to take on leadership roles by trying out new connections and possible new uses of technology, then sharing this information to help more teachers in their schools/districts establish global connections. See next page for *Lessons Learned*.



1. Start **super-early** (spring or summer before) to make a connection. Establish a connection with a teacher (or other partner) in the other country first, and then share goals and work on plans together before bringing students into the project. Be sure to plan for how the project will **relate to your curriculum goals**, whether in social studies, writing, science, foreign language, or another subject.
2. Think of the first year as your **trial year**, but know that your students will still benefit. Think of this as a multi-year journey and go easy on yourself if you don't accomplish all your goals the first year. Maybe pick one class or one unit to try it with and keep it small the first year.
3. Global connections are great for **addressing Common Core standards** and state standards: understanding other perspectives, writing for different audiences, and so on. Also, many states' educational technology standards include goals such as this one from Washington State: "develop cultural understanding and global awareness by engaging with learners of many cultures."
4. **Be creative in using your resources**; for example, a class parent or a friend of a friend may be able to help you connect with a teacher in another country. Parents, friends, or other school staff may also be able to help with technology, translating letters, or other tasks.
5. Use global connections as an **opportunity for your English Language Learners**, immigrant students, and others with connections to other countries to shine. This is also an opportunity for students to **build empathy** for others, whether for international students in your school or for children in other countries.
6. Be ready for things that don't work as you planned or envisioned, due to cultural differences, different school schedules, technology issues, or something else. Share those challenges with your students as learning opportunities. And **have a plan B!**
7. Don't be shy about asking for help or about celebrating your work. Reach out using your district newsletter and local newspapers. Contact local organizations with international connections. Once people in the community know you are doing this, they will get excited and you may **find more support** for expanding your project or help connecting with a school overseas.

"LESSONS LEARNED" FROM THE WORLD AFFAIRS COUNCIL'S TEACHER LEADERS FOR ONLINE EXCHANGE 2012

8. Plan for how to deal with **language issues** . . . Do you know someone who can help with translation? Can technology help you? Can you connect with English Language Learners overseas? Can you communicate non-verbally by exchanging artwork, artifacts, food, photos?
9. **Consider whether a well-established, structured program is right for you.** You may have to pay for it, but it may address obstacles that would otherwise stand in your way. Can you get a grant or PTSA money to cover it? Can your class have a bake sale or do another type of fundraiser?
10. Plan for **time zone issues** as well as different school schedules, seasons, and vacations.
11. Look for ways to get your colleagues involved. **Share your learning** by doing a professional development workshop or information session for teachers at your school or in your district. Ask your principal for a chance to share what you've learned at a staff meeting.
12. Establishing a meaningful global connection can be a lot of work, but the increased level of student engagement and other **rewards make it worthwhile!**

TOP 10 TIPS FOR INTERNATIONAL ONLINE COLLABORATION



(Source: *Exchange 2.0: Technology-Enabled International Interaction Guide*. Find it at Connect All Schools: <http://www.connectallschools.org/node/132302#Tips>)

1. Do not assume that other students will know if you are male or female by your first name. If you want them to know that you are male or female, tell them.
2. Almost all other countries use the metric system for measurement. A temperature of 30 degrees may seem cold to you but warm to your partners. (30 degrees Celsius is 86 degrees Fahrenheit.) Convert your measurements to metric in your communication. Most often the other student will have to translate the rest of your communication into their first language. Science Made Simple has a metric converter that is easy to use.
3. If you use slang or colloquial expressions be sure to explain what they mean.
4. Remember how tedious it is to look up words in a dictionary. Use simple English words. Consider how phrases are translated literally. Can you imagine what someone would think if you wrote you had dirty blond hair?
5. Explain abbreviations when you use them.
6. Remember that most of the world uses a 24 hour clock. Three in the afternoon would be written 15:00. (You add 12 to the number for the P.M. hours)
7. Most other countries will write dates with the day, month, year (e.g. 21/09/2010) or even year, day, month (e.g. 2010/21/09) rather than our system of writing month, day, year (e.g. 09/21/2010). Write out the name of the month to avoid confusion (e.g., September 21, 2010).
8. In written communication, remember the reader cannot see your face. Humor may often be interpreted literally and misunderstood. Use emoticons (smiley faces and other symbols) and punctuation such as exclamation marks to make emphasis. Be certain to state your emotions, do not assume they are known.
9. Much of the world learns British English rather than U.S. English. Words such as centre or colour may look misspelled but are correct for them.
10. Avoid using season names (spring, summer, etc.) as they are often not at the same time of the year in other hemispheres. Instead use month names (June, August, etc.)

ARTICLES AND RESOURCES FOR TEACHERS



Tuke International Consulting

<http://www.tukeinternationalconsulting.com/university-services.html>

The website above is a resource with links to resources for teachers. There are free training videos online for students that will allow them to learn how to create their own compelling videos for use in international communication. Greg also offers workshops and individual consultations locally and internationally for educators, k-16, interested in creating and refining their virtual international education partnerships.

Greg Tuke teaches Social Media and Global Change at Seattle University and the University of Washington-Bothell. This course engages university-aged students in Egypt, Morocco and the U.S. in Global Social Action Teams composed of students across these countries providing an opportunity for students in various countries to work directly with each other in finding, then implementing, solutions to social media challenges posed by selected NGO's in each of these countries. Students learn how to create compelling videos to engage others to take action.



Students Without Borders: Global Collaborative Learning Connects School to the Real World (2009)

http://wordpress.ed.pacificu.edu/stephanierae/files/2012/03/ISTE_-Students-without-Borders.pdf

Describes cross-curriculum, classroom-tested projects that will inspire students to make a difference while learning about the wide world around them.

The Huffington Post: Engage the World: Effective Networking for Global Awareness and Global Education (05/19/2010)

http://www.huffingtonpost.com/ed-gragert/engage-the-world-effectiv_b_581923.html

Discusses benefits of programs that enhance citizen diplomacy among K-12 students through physical and virtual exchanges and build awareness of the importance of knowing about the world.

How to Connect Your Students Globally (10/09/2009)

<http://kimcofino.com/blog/2009/10/04/how-to-connect-your-students-globally/>

Provides links to existing programs and resources that can be used to build a new global classroom project. The author draws from personal experience and features a comment section where readers add input and ideas.

Soliya

<http://www.soliya.net/?q=home>

Soliya combines the best practices for constructive dialogue with innovative use of new media technologies to shift the way societies resolve their differences from a confrontational and coercive approach to one defined by cooperation and compassion.

Geo-Educator Community

http://education.nationalgeographic.com/education/geo-educator-community/?ar_a=1

National Geographic has created a community on Edmodo for teachers who want to connect professionally around geographic education (teaching youth about our interconnected world).

Exchange 2.0

<http://exchange2pointo.org/>

In 2011, Soliya, iEARN-USA, and Global Nomads Group came together to form the Exchange 2.0 Coalition with the goal of making it the norm for young people to have a meaningful cross-cultural experience as part of their education.

ARTICLES AND RESOURCES FOR TEACHERS

Dedicated to using new media technologies to enable deep social learning across cultures, and recognizing that there is a growing number of new entrants to that field, the Coalition's purpose has been to foster a more supportive and generative ecosystem for such programming to develop, innovate, and grow.

The International Book Projects: Issues of the Developing World Curriculum (K-12)

<http://www.internationalbookproject.org/books/us-curriculum.php>

A list of curriculum topics sorted by grade (1-3, 4-5, middle school and high school). Students research topics and share with classrooms in partner countries through various forms of exchanges via *Books as Bridges*.

Year of Exchanges Wraps with Skype and a Party (07/03/2011)

http://www.boston.com/news/local/articles/2011/07/03/acton_third_graders_wind_up_year_of_exchanges_with_salvador_students/

Provides a glimpse into the experience of a Boston classroom exchange with students from El Salvador.



Asia Society: Educating for Global Competence: Preparing Our Youth to Engage the World

http://pglstore.asiasociety.org/product_p/978-1-936123-09-4.htm

Free download from the Asia Society. This book makes the case for a more globally focused K-12 education system and defines the term global competence. It explores how young people view their role as competent workers and citizens as well as how practitioners can develop global competence through the study of world issues.

Connecting Students Globally Through Video-Conference Pedagogy (2009)

<http://academic.research.microsoft.com/Paper/6510025.aspx>

This case study from Stanford University's Cross-Cultural Rhetoric Project discusses innovative teaching methods used to meet new institutional mandates for global learning and internationalization.



How to Run a Successful International Penpal Exchange

<http://www.aroundtheworldi.com/2010/12/14/how-to-run-a-successful-international-penpal-exchange/>

Ten ways an international penpal exchange can go wrong, and how to avoid them; an exploration of problems and their solutions.



Brownstones to Red Dirt Documentary (2010)

<http://brownstonestoredirt.com/>

Kids from Brooklyn's Bed-Stuy projects and orphans from Sierra Leone's brutal civil war have one thing in common: no one gives them a chance. *Brownstones to Red Dirt*, a feature-length documentary, tells the story of how these "lost" groups find one another through a pen pal program that not only shapes their lives, but also shows them that even if they can't count on the world, they can count on each other. The picture captures seemingly average students from Brooklyn and Sierra Leone whose inspirational growth shows that no child's future is predestined.



Global Education Conference Proposal: International Service Learning Projects—Best Practices (10/29/2013)

<http://www.globaleducationconference.com/forum/topics/international-service-learning-projects-best-practices>

This session will take a critical look at current practices that are common in planning and implementing these types of educational trips. Some of the frequent pitfalls of these projects will be explored and suggestions made to avoid and mitigate these pitfalls. Other areas that will be examined will include how to foster better interaction with local communities and create more meaningful, transformative experiences for students participating in their projects.

ARTICLES AND RESOURCES FOR TEACHERS

Global Education Conference Proposal: Harry Potter Book Project in Edmodo: A Collaborative Initiative Between Students from Egypt and Canada (11/17/2013)

<http://www.globaleducationconference.com/forum/topics/harry-potter-book-project-in-edmodo-a-collaborative-initiative>

This session will demonstrate how educators Ayat Tawel and Bernadette Rego successfully established using Edmodo, a free learning management system, as a place for students from Canada and Egypt to meet and discuss questions enhancing their reading skills using the popular book *Harry Potter and the Philosopher's Stone*. I will demonstrate how Edmodo and other web 2.0 tools can be used to protect the students' online identity and communication while creating an enriching learning atmosphere.

Education Week: U.S., Chinese Schools Build Virtual Ed. Partnerships (01/30/2012)

<http://www.edweek.org/ew/articles/2012/02/01/19el-chinaexchange.h31.html>

Several schools aiming to better prepare students for a global economy and foster cultural understanding between the United States and China have turned to virtual exchange programs between American and Chinese schools.

Garfield Freshman's Charity Begins at School (10/22/2009)

http://seattletimes.com/html/localnews/2010113316_rwanda22.html

Jessica Markowitz runs a charity that sends 22 poor girls in Rwanda to school. She has raised nearly \$40,000, taken several trips to rural villages there, formed a partnership with a local girls' school and worked this past summer teaching Rwandan kids to read in English.

Global Competence Matrices

http://edsteps.org/CCSSO/SampleWorks/GC_Subject_Matrices.pdf

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance. Global Competence can be developed within any discipline, and it can cut across disciplines. The seven global competence matrices — one main matrix and six content-area matrices — help teachers and students understand Global Competence and how to apply it.

IREX: Globalizing Classrooms: Promoting Skills and Understanding

<http://www.irex.org/news/globalizing-classrooms-promoting-skills-and-understanding>

The TGC Global Education Symposium brought together more than 130 teachers and administrators from 37 states, to expand global education in their classrooms and communities. TGC fellows will then spend up to three weeks in Brazil, Ghana, India, Indonesia, Morocco, Kazakhstan, or Ukraine participating in local schools, culture, and learning how to catalyze global engagement in their classrooms. These exchange programs are essential for not only developing skills in students, but also promoting global understanding.

Mystery Location Calls

<https://sites.google.com/site/mysterylocationcalls/home>

A Mystery Skype lesson involves students in a simple guessing game. Two classrooms arrange to connect with each other using Skype video calling, and then ask questions to discover each other's locations. Its popularity with teachers and their students owes a lot to the simple format. It can be adapted for different age groups, languages and to fit in with what a class is currently studying. It's also a great way to get started with Skype in the classroom, and a vast number of teachers have virtually traveled the world with their classes thanks to Mystery Skype.

ARTICLES AND RESOURCES FOR TEACHERS

Asia Society: Singapore's Global Schools for a Global Society

<http://asiasociety.org/education/learning-world/singapores-global-schools-global-society>

In 1965, Singapore became a sovereign nation. It is one of the smallest countries on earth, measuring fewer than 300 square miles. What it lacked in land and natural resources, it more than compensated by holding a very Strategic Location: it has a natural deep-water port, and it served as a gateway to prosperous trade. Lee Kuan Yew, Singapore's first leader and by all accounts a brilliant statesman, recognized in order for Singapore to succeed, it had to leverage its strengths as a hub of nations and use it for future development. The new nation had its challenges. Poverty, disease, and ethnic strife posed serious roadblocks to its goals. It was within this context that Singapore developed its education system.

TEDXNYED: Will Richardson (03/05/2011)

<http://www.youtube.com/watch?v=Ni75vIE4vdk>

A parent of two middle school-aged children, Will Richardson has been blogging about the intersection of social online learning networks and education for the past 10 years at Weblogg-ed.com. He is a former public school educator for 22 years, and is a co-founder of Powerful Learning Practice, a unique long-term, job-embedded professional development program that has mentored over 3,500 teachers worldwide in the last four years.

Foreign Policy: The Real eHarmony: How Young People Meeting on the Internet Might Help Build Peace in Some of the World's Most Volatile Regions (01/02/2014)

http://www.foreignpolicy.com/articles/2014/01/02/real_eharmony_virtual_exchanges_peace

A concept invented 30 years ago, virtual exchanges offer the promise of a scalable, cost-effective way of allowing people to connect with each other across geographic and cultural boundaries. They've only just begun to take off in a real way—but new research out of the Massachusetts Institute of Technology (MIT) has shown that their impact could be massive.

Taking IT Global for Educators

<http://www.tigweb.org/tiged/>

TIGed is a community of globally-minded educators interested in empowering their students to think and act as world citizens, a collection of resources that facilitate the inclusion of global perspectives in the classroom, and a virtual classroom that allows students to use collaborative technology in order to connect with people from around the world and learn about global issues.

Digital Wish: Virtual Volunteers

<http://www.digitalwish.com/dw/digitalwish/volunteers>

Digital Wish believes that every child deserves a technology-rich education that will provide them with the skills necessary to excel in the global economy. Every day, Digital Wish develops new online tools and promotions that empower teachers and their supporters to get new technology for their classrooms and enhance learning for our children. With your help, we can provide the resources our schools need to thrive.

The Collaboratory

<http://eca.state.gov/highlight/us-department-state-launches-collaboratory>

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) is pleased to announce the launch of a new initiative called The Collaboratory. This initiative will be responsible for both conducting virtual exchange programs and housing an idea lab to develop, incubate, and pilot new ideas that amplify people-to-people exchanges via new technologies.

FEATURED RESOURCE: CONNECT ALL SCHOOLS

Connect All Schools

www.ConnectAllSchools.org

Browse the stories posted by educators about how they have globalized their classrooms. Search by country or by locations in the U.S. Add your own story with text and pictures. Be inspired to help connect every school in the U.S. with the world by 2016!

Also at www.ConnectAllSchools.org, find the "Exchange 2.0: Technology-Enabled International Interaction Guide," which is full of helpful suggestions, examples of projects in a variety of content areas including science, math, music, and more.

CONNECT ALL SCHOOLS

Partner Organizations | Login or Register

HOME | ABOUT | BLOG | FIND A SCHOOL | PARTICIPATE | CONTACT

Stories of Schools Connecting Internationally

SHARE YOUR STORY

OUR PROGRESS

359 stories of 309 internationalized U.S. schools connecting with 137 countries. Now clickable!

Exchange 2.0 Technology-Enabled International Interaction Guide **NEW**

Help us connect all US schools with the world by 2016

20 MOST RECENT STORIES

DeafWorld read more >

Duxbury Middle School read more >

Learning Arabic in the US with Teachers in Egypt read more >

A Week in the Life by Flat Classroom

CLICK ON ANY MAP DOT TO VIEW A STORY FROM A SCHOOL

connected with: Any Country or via: Any connection type or through: Any partner or working in: Any curriculum area View

WATCH VIDEO

FIND A SCHOOL

To tell a story about global connections use any of the fields below to find the school involved.

City

FEATURED RESOURCE: GLOBAL EDUCATION CONFERENCE

The Global Education Conference Network

<http://www.globaleducationconference.com>

The Global Education Conference is a collaborative, inclusive, world-wide community initiative involving students, educators, and organizations at all levels. It is designed to significantly increase opportunities for connecting classrooms while supporting cultural awareness and recognition of diversity and educational access for all. Last year's conference featured 400 general sessions and 20 keynote addresses from all over the world with over 13,000 participant logins.

Click on **Archives** to get an idea of what kind of sessions take place each year at the Global Education Conference.



GLOBAL EDUCATION CONFERENCE

Connecting Educators and Organizations Worldwide

GLOBALEDCON: CONNECTING EDUCATORS AND ORGANIZATIONS WORLDWIDE

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The Global Education Conference Network

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2013 CONFERENCE

INFORMATION

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WELCOME!

We are pleased to announce the fourth annual Global Education Conference, a free week-long online event bringing together educators and innovators from around the world, held Monday, November 18 through Friday, November 22, 2013 (Saturday, November 23rd in some time zones). The entire conference takes place online in webinar format.

The Global Education Conference is a collaborative, inclusive, world-wide community initiative involving students, educators, and organizations at all levels. It is designed to significantly increase opportunities for connecting classrooms while supporting cultural awareness and recognition of diversity and educational access for all. Last year's conference featured 400 general sessions and 20 keynote addresses from all over the world with over 13,000 participant logins. [Click here for more information.](#)

To attend this year's conference and to be kept informed of the latest conference news and updates, please join this network!

EVENTS

January 22
Wednesday

2013 GEC

2013 GlobalEdCon Advisory Board Debrief #1
January 22, 2014 from 7am to 8am –
<http://www.globaleducationconference.com/page/2013-global-education-conference-debrief-meetings>
The 2013 Global Education International Advisory Board will meet on January 22. The purpose of this meeting is to debrief on the 2013 Conference and start planning for the 2014 event. The meetings w...
Organized by [Lucy Gray](#) | Type: [meeting](#)

FEATURED RESOURCE: COIL CENTER

Collaborative Online International Learning

<http://coil.suny.edu/home>

Mission:

To encourage and support the development and implementation of collaborative online international courses as a format for experiential cross-cultural learning at SUNY, across the U.S. and around the world. Students are sensitized to the larger world by deepening their understanding of themselves, their culture, how they are perceived and how they perceive others. These globally networked courses also intensify disciplinary learning in fields where engaging other cultural perspectives is key. COIL seeks to build bridges between study abroad, instructional design and teaching faculty through team-taught courses, thereby promoting, integrating and enhancing international education experiences across the curriculum.

History:

In 2010, the SUNY (State University of New York) Center for COIL (Collaborative Online International Learning) won a grant from the National Endowment for the Humanities (NEH) for a three-year project called the COIL Institute for Globally Networked Learning in the Humanities. COIL (also referred to as globally networked learning or virtual exchange) is ***not a technology, but rather a new approach to teaching and learning that brings together geographically distant instructors and students from different lingua-cultural backgrounds to communicate and collaborate through the use of online communication tools.*** The COIL method promotes interactive shared coursework, emphasizing experiential learning and gives collaborating students a chance to get to know each other while developing meaningful projects together. This broadens and deepens their understanding of course content while building cross-cultural communicative capacity through academic and personal engagement with the perspectives of global peers.

A total of 21 US institutions were selected from a national call for participants to design and develop pilot COIL initiatives. Some institutions developed two courses and/or had two international partners. Ultimately the Institute included 25 international partner institutions from 19 countries across all of the world's inhabited continents. Faculty and staff from all institutions were appointed as COIL Institute Fellows and led their campus' involvement in this new initiative, eventually developing 24 successful COIL courses.



Getting Started:

The COIL Center's primary focus is on the creation of collaborative, international learning courses and particularly those of a hybrid and innovative nature. These are often courses where two or more classes meet separately and regularly in different countries, but where all the participating students and faculty also meet online. Here they can share ideas, collaboratively produce work that is relevant to their course of study and reflect upon their own and their partners' cultural points of view.

FEATURED RESOURCE: COIL CENTER

Course Models:

COIL has developed an approach to fostering cross-cultural student competence through development of multicultural learning environments that link university or college classes in different countries. In the COIL model, students from different cultures enroll in shared courses with faculty members from each country co-teaching and managing coursework. ***The COIL model does not merely promote courses where students from different nations co-habit an online classroom.*** Rather, we advocate creation of co-equal learning environments where instructors work together to generate a shared syllabus based on solid academic coursework emphasizing experiential and collaborative student learning. The classes may be fully online, or offered in blended formats with traditional face-to-face sessions taking place at both schools, while collaborative student work takes place online.

Examples of COIL-supported Courses:

Course Name	Course Field	US Institution	International Partner Institution	Country
Intercultural Communication in the Global Classroom	International Studies	SUNY Geneseo	Moscow State University	Russia
Survey of World Cultures	Anthropology	SUNY Delhi	European Humanities University	Lithuania
Global Youth Culture: Technology and Youth Networking	Sociology/Justice Studies	San Jose State University	Kagoshima University	Japan
Writing Seminar	English	Rochester Institute of Technology	American College of Management & Technology	Croatia
Re-Envisioning Diasporas	Film and Media Studies	Swarthmore College	Ashesi University College	Ghana

Moving Forward:

Late 2013 and into 2014 will see the launch of several new large-scale COIL projects. This includes COIL's New Latin America Partnership Program which with grant support from Santander Universities will involve COIL developing eight partnerships between SUNY and members of the Santander Universities in Latin America over the next three years to create and pilot collaborative online international learning environments.

For additional information on the COIL Program visit coil.suny.edu

WEBSITES AND OPPORTUNITIES FOR YOUTH INTERESTED IN GLOBAL ISSUES

Taking ITGlobal

<http://www.tigweb.org/>

TakingITGlobal's mission is to truly empower young people to become agents of positive change in their local and global communities; we recognize that everyone has a role to play. This means creating opportunities for youth to get involved and grow regardless of where they are in the world. With over 450,000 members, our community brings together like-minded youth to take part in programmes that span across the world. We are avid supporters of bringing technology and world issues to the classroom, and support thousands of educators around the world through our TakingITGlobal for Educators (TIGed) programming. With over 10,000 educators engaged with TIGed from over 3,800 schools in over 140 countries, we connect hundreds of thousands of students worldwide.

DoSomething.org

<http://www.dosomething.org/>

DoSomething.org is the country's largest not-for-profit for young people and social change. We have 2,439,780 members (and counting!) who kick ass on causes they care about. Bullying. Animal cruelty. Homelessness. Cancer. The list goes on. DoSomething.org spearheads national campaigns so 13- to 25-year-olds can make an impact - without ever needing money, an adult, or a car. Over 2.4 million people took action through DoSomething.org in 2012. Why? Because apathy sucks.

UNICEF Voices of Youth

<http://www.unicef.org/voy/index.php>

Voices of Youth is a global community for young people to learn about development issues (such as Environment, Education, Human Rights, etc.) and to express their opinions. Voices of Youth seeks to create a space that will help young people develop into active global citizens equipped to communicate and collaborate effectively to make a positive difference in their countries and communities. On VOY, young people will gain knowledge and awareness of the key thematic issues affecting young people around the world, enabling them to have an open and honest dialogue about the world in which they live.

World Youth News

<http://worldyouthnews.org/>

World Youth News is a global online news project for secondary school students from around the world. It is managed by iEARN, the world's largest non-profit network that enables teachers and youth to use the internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.

Adhering to the highest journalistic standards, students select the issues they want to report on, and write, edit and publish their articles on the web-based news service. School publications can reprint articles from World Youth News to add an international component to their news.

PBS: Newshour Extra

<http://www.pbs.org/newshour/extra/>

Read global news written for young people; watch the daily video clip, and contribute your own essay, personal story, or poem. Look under "Student Voices" to read what some very thoughtful young people are saying about current events.



WEBSITES AND OPPORTUNITIES FOR YOUTH INTERESTED IN GLOBAL ISSUES

Mercy Corps Global Citizen Corps

<http://www.globalcitizencorps.org/>

The year-long Global Citizen Corps Leadership program works with 500 youth leaders. We spread the word about root causes of critical global issues to thousands of our peers, mobilize others to make a difference and embrace a life of global citizenship. Over one year, leaders work with Mercy Corps to get the training, knowledge, resources and tools to raise awareness and organize effective local actions that make a global impact.

UN: The Focal Point on Youth

<http://www.un.org/esa/socdev/unyin/index.html>

The Focal Point on Youth enhances awareness of the global situation of youth and increase recognition of the rights and aspirations of youth; promotes national youth policies, national youth coordinating mechanisms and national youth programs of action as integral parts of social and economic development, in cooperation with both governmental and non-governmental organizations; and strengthens the participation of youth in decision-making processes at all levels in order to increase their impact on national development and international cooperation.

World Affairs Council Global Classroom Resource Packet: Travel as an Educational Act

<http://www.world-affairs.org/wp-content/uploads/2012/02/GYLI-2012-Student-Resource-Packet-.pdf>

This World Affairs Council resource packet lists hundreds of opportunities for teachers and students to study/work/live in all regions of the world.

RELEVANT WASHINGTON STATE LEARNING STANDARDS

Washington State Social Studies Learning Standards

<http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

Online exchanges and global collaborations may address a wide variety of social studies learning standards, depending upon which project your class undertakes. Any global connection will most likely be a powerful way to address the following:

EALR 5: The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.3.1 (grades 9/10): Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

Washington State Educational Technology Learning Standards

<http://www.k12.wa.us/EdTech/Standards/default.aspx>

Online exchanges and global collaborations may address several of the educational technology learning standards, depending upon which project your class undertakes. Examples include:

EALR 1, Component 1.2: Collaborate- Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

GLE 1.2.2: Develop cultural understanding and global awareness by engaging with learners of many cultures.

Grade	Evidence of Learning
K-2	Learn about many cultures through digital images and stories from around the world
3-5	Learn about many cultures through digital images and stories from around the world and share relevant information. Participate as a class in global online projects that include a wide variety of perspectives
6-8	Learn about many cultures through digital content from local communities and around the world and share relevant information. Engage with learners from many cultures using online interactive tools or videoconferencing. Participate in an online community to understand a local or global issue.
9-12	Build empathy by learning about many cultures through digital content from around the world. Participate in an online community dedicated to understanding or solving a local or global issue.

RELEVANT WASHINGTON STATE LEARNING STANDARDS

Washington State World Languages Learning Standards

<http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>

Online exchanges and global collaborations may address almost all of the world languages learning standards, depending upon which project your class undertakes. Students may practice written and spoken language skills by writing letters in the target language, creating videos, or engaging in live videoconferencing. As they exchange information on a given theme or take part in a global collaborative project, students also learn about culture and make comparisons. The eleven standards for world languages are:

Goal Area	Standard(s)
Communication - <i>Communicate in Languages Other Than English</i>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures - <i>Gain Knowledge and Understanding of Other Cultures</i>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections - <i>Connect with Other Disciplines and Acquire Information</i>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the world language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
Comparisons - <i>Develop Insight into the Nature of Language and Culture</i>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities - <i>Participate in Multilingual Communities at Home & Around the World</i>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

EDSTEPS GLOBAL COMPETENCE MATRIX

EdSteps

GLOBAL COMPETENCE MATRIX

Global Competence is the capacity and disposition to understand and act on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. 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. 	<p>Students:</p> <ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena 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. Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

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COMMON CORE STATE STANDARDS

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 	1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. 	1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

COMMON CORE STATE STANDARDS

College and Career Readiness Anchor Standards for Reading

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Source: <http://www.corestandards.org/ELA-Literacy/CCRA/R>.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Source: <http://www.corestandards.org/ELA-Literacy/CCRA/W>.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Source: <http://www.corestandards.org/ELA-Literacy/CCRA/SL>.