

# iEARN-Pakistan

International Educational and Research Network

## HANDBOOK

*A Guide for Getting Started  
in Collaborative Online  
Project Work in iEARN*

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# Introduction

*“It’s simple to work in iEARN. You have to love children, enjoy what you are doing and find something to learn about.”*

*---Zina Costiner, iEARN teacher in Romania*

## How to Use This Handbook

The iEARN Handbook is designed to help you to get started in the network and to illustrate a variety of ways to be involved in online project work through iEARN. In addition, it provides a “Toolkit” for designing an iEARN workshop, including sample workshop schedules, slides, recommended activities designed to stimulate interaction within the network, etc. iEARN-PK also offers professional development workshops for teachers, counselors, and administrators seeking to enhance their work with young people through the integration of global telecommunications project work. Write to [iearnpak@iearnpk.org](mailto:iearnpak@iearnpk.org)

And of course, the iEARN community is filled with a wealth of people resources. We strongly encourage you to take advantage of the other participants in this wonderful community. Ask questions and share ideas either on the Teachers Forum at [iearn.teahcers](http://iearn.teahcers) or by email to the iEARN-PK staff at [iearnpak@iearnpk.org](mailto:iearnpak@iearnpk.org). And, remember that each student and teacher has a vital role and responsibility to actively engage and contribute to others. As Daniel Reyes, a visionary and founding member of iEARN from Argentina often remarked,

*“No one person knows so much that he cannot learn from others, and no one person knows so little that he cannot teach others.”*

**We welcome you to this incredible global community of learners.**



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# Overview and Philosophy

*The vision and purpose of the International Education and Resource Network (iEARN) is to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people.*

## Among its Goals and Principles

- To develop friendly relations among young of all nations based on respect for the principle of equal rights and self-determination of peoples;
- To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal world peace, to identify and take active part in resolving global problems facing the world;
- To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture or religion;
- To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;
- To share high-quality educational and other resources available in individual Member-centers;
- To provide a global infrastructure for a conceptual and action-based educational network that is open to all;
- To share/transfer telecommunications technology, teaching methods and other resources with youth organizations, schools, or individuals wishing to achieve the iEARN purpose and goals;
- To assist in establishing training and support programs in each global Center;
- To expand the network of financially and operationally sustainable iEARN Centers throughout the globe;
- To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;
- To develop and maintain high-quality educational innovation.

**--from the iEARN Constitution**



### **iEARN-Pakistan:**

- Is an online multicultural community of students and educators from all the provinces of Pakistan and from around the world.
- iEARN Pakistan has become the member of this global community in 1999, and since then several Pakistani schools nation wide have joined iEARN and hundreds have participated in iEARN online collaborative projects.
- iEARN-Pakistan is open to all schools, educators, students and policy makers to apply for membership and participate in all on going projects.
- The iEARN-Pakistan membership is free and anyone can apply using the online form.
- We provide full online support, guidelines to initiate the projects, sample lesson plans and project booklets to all participating schools.
- At present iEARN Pakistan is implementing four programs BRIDGE (Building Respect Through Internet Dialogue and Education), FTE (Friendship Through Education) and CIVICS (Community Voices Collaborative Solutions) and YES- Youth Exchange and Studies.
- Major components of iEARN –Pakistan program activities include :
  - 1) school & participant selection;
  - 2) the technology needs assessment;
  - 3) Internet Learning Center installations;
  - 4) the professional development program;
  - 5) the development of collaborative projects;
  - 6) the U.S. exchange program.



# Frequently Asked Questions

## What is the History of iEARN?

Founded in 1988, iEARN began as a pilot project initiated by the Copen Family Fund and called the “New York State-Moscow Schools Telecommunications Project.” It started pioneering the model of networked, project-based learning in links between schools in the former Soviet Union and schools in the United States. As the founder of iEARN, Peter Copen described early planning for iEARN, “What if we were to create a model project to demonstrate the power of linking up Russian and American children by electronic mail, video-speaker telephones, and live exchanges? What if the leaders of tomorrow had become friends, learned problem-solving skills, and collaborated on real world issues when they were youth? Who could drop a bomb on someone he had begun to know as a real person?” But linking them was not enough. Copen’s experience in Outward Bound schools had taught him that students learn compassion by service to others and self-confidence from completing challenging tasks. Therefore, it seemed to make sense that the purpose of linking up schools in Russia and the United States would be to enable the youth to work together on meaningful human and environmental projects, using these technologies.

The initial group of participating schools were connected by E-mail, video-speaker telephones, and by physical exchanges and home stays of students and teachers in both countries. There were 24 schools in total, 12 in Moscow and 12 in New York State. Schools were chosen on the basis that most could communicate in both English and Russian, reflecting a commitment to reciprocal and multi-lingual interaction. In 1991, an evaluation of this project prepared for the New York State Education Department showed that student-generated projects using telecommunications “change education by bringing students and teachers out of the isolation of their classrooms by promoting learning, communicating, and collaborating with people throughout the world—[creating] an electronic community of learners.”

From its initial success in the pilot project, CFF launched iEARN in 1990 involving nine countries, creating iEARN Centers in each country for local support of schools and teachers. In 1994, iEARN became a separate international organization with a global constitution, international Assembly and 14 member Centers in a decentralized structure. Since 1994, iEARN has held annual international teacher conferences annually in a different iEARN country in the world. (see [http://www.earn.org/news/news\\_meetings.html](http://www.earn.org/news/news_meetings.html)) Now, in 2001, iEARN is the world’s largest K-12 educational telecommunications network, engaging over 1,000,000 young people annually in meaningful on-line projects, and has expanded to include over 10,000 schools and youth organizations over 100 countries.

### **What is the educational goal of iEARN?**

The goal of iEARN is to enhance learning outcomes by engaging students in interactive, curriculum-based projects. iEARN empowers youth and teachers to experience that they CAN make a meaningful contribution to the health and welfare of people and the planet and they can do this as part of the educational process.

### **What is the rationale of iEARN?**

The rationale is that problems in the planet are rising exponentially and therefore it only makes sense to try to resolve them exponentially. The use of the Internet and e-mail by children to experience solving problems together has the potential for involving them exponentially. For example, in the old days if you sent a letter it only reached one person. On an online iEARN conference, you can write the same letter and involve thousands of people. If a group of kids do a project in a classroom it will involve maybe 30 kids, but now the same project on iEARN can easily involve 300.

### **In what curriculum areas are iEARN projects?**

iEARN projects are designed by teachers to meet specific curriculum needs in their classrooms. They are in the areas of:

1. Arts/Literature/Language Arts
2. Social Studies
3. Math/Science/Environment
4. Interdisciplinary

## What kind of support does iEARN provide?

iEARN provides many levels of support. In addition to the materials listed above, iEARN provides on-line support with a guaranteed response time of less than 24 hours for questions. Questions can be sent to: [iearnpak@iearnpk.org](mailto:iearnpak@iearnpk.org) or we can also be reached by phone at 021-5657819

iEARN-PK also provides examples of recent project “products” or publications at the cost of the original student publications or free during the workshops. See <http://www.iearn.org/publicationform.pdf>

## What countries are involved?

As of January of 2003, the following countries (regions) have schools participating in iEARN projects:

Albania, Algeria, Andorra, Argentina, Armenia, Australia, Azerbaijan, Bahrain, Bangladesh, Belarus, Belgium, Bolivia, Bosnia, Botswana, Brazil, Bulgaria, Burkina Faso, Cambodia, Cameroon, Canada, Chile, China, Colombia, Costa Rica, Cote d’Ivoire, Croatia, Czech Republic, Denmark, DR Congo, Ecuador, Egypt, El Salvador, Estonia, Ethiopia, Finland, France, Georgia, Germany, Ghana, Great Britain, Greece, Guatemala, Hungary, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Korea, Kuwait, Kyrgyzstan, Latvia, Lebanon, Lithuania, Macedonia, Malaysia, Mali, Mauritania, Mexico, Moldova, Mongolia, Morocco, Mozambique, Nepal, Netherlands, New Zealand, Nigeria, Norway, Oman, Pakistan, Palestine, Paraguay, Peru, Philippines, Poland, Portugal, Puerto Rico, Romania, Russia, Senegal, Sierra Leone, Singapore, Slovakia, Slovenia, South Africa, Spain, Sri Lanka, Suriname, Sweden, Syria, Taiwan, Tanzania, Thailand, Togo, Trinidad and Tobago, Tunisia, Turkey, UAE, Uganda, Ukraine, USA, Uzbekistan, Venezuela, Yeman, Yugoslavia, Zambia, Zimbabwe

For an updated list of countries see: <http://www.iearn.org/globe/index.html>

### **How many schools participate in iEARN?**

Across the iEARN network worldwide, there are approximately 10,000 schools and youth organizations in iEARN.

### **What materials are provided to iEARN member schools in Pakistan?**

iEARN-PK provides print materials such as Project Description Booklet to member schools. iEARN-PK also provides a User name and Password to all schools, educators and students for accessing the member database , where you can search for people and projects. In Addition, iEARN members can subscribe to “News Flashes” via email to all participants every two weeks to provide an overview of all that is happening across the network. Visit our Professional development site for more news, opportunities and resources at [http://www.earnpk.org/professional\\_development%20Pak.htm](http://www.earnpk.org/professional_development%20Pak.htm) and the resources pages at: <http://www.earnpk.org/Resources.htm>

For the year 2003-2004 the membership is free for schools teachers and students participating in iEARN Pakistan programs and ongoing projects.

### **What kind of Internet connection is required?**

It's possible to participate in iEARN with any level of connection, whether via the WWW or e-mail.

## How can I find out what projects are currently happening in iEARN?

There are a number of ways to find current projects in the network. In addition to the Project Description Book which is mailed out to all members yearly, there is also the Projects Database on the WWW at <http://www.iearn.org/projects/index.html>, which is searchable, as well as a listing of current projects on the newsgroup [iearn.ideas](mailto:iearn.ideas).

## Can my students work in English/Spanish/French/Portuguese?

Yes, your students can work in many different languages with iEARN.

There are 29 languages spoken in iEARN: Arabic, Armenian, Bosnian, Bulgarian, Catalan, Chinese, Dutch, Spanish, Farsi, French, German, German, Greek, Korean, Hebrew, Hungarian, Italian, Japanese, Kartuli, Lithuanian, Macedonian, Mongolian, Polish, Portuguese, Romanian, Russian, Slovakian, Slovenian, Tamil, Urdu and Ukrainian. For a list of languages, please go to [http://216.92.237.252/globe/globe\\_language\\_gateway.html](http://216.92.237.252/globe/globe_language_gateway.html).

For language forums, please go to <http://amity.iearn.org/signin.lass>, and log in iEARN Forum with your id and password. You will be led into *Language Diversity in iEARN*.

## What ages/grades are iEARN students?

iEARN students range from 5-19 and include students from the first grade to seniors in high school.

### What is the application process?

iEARN-Pakistan has an electronic application form to be completed and submitted online . The form can be obtained from from the [www.learnpk.org](http://www.learnpk.org) at [http://www.learnpk.org/learn\\_pakistan\\_membership\\_form.htm](http://www.learnpk.org/learn_pakistan_membership_form.htm)A key part of the form asks for special interests, skills and contacts that each teacher brings to the network to contribute to its members worldwide. Above all, iEARN is a supportive human network of people around the corner and throughout the world able to help make you comfortable with global, project-based learning on the Internet.



**Building  
Connections**

A key to successful project work is developing effective relationships with educators around the iEARN network. 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 human relationships among teachers to facilitate the difficult task of collaborating on projects across diverse educational systems, time zones and school year schedules, cultural differences, linguistic obstacles, and the non-oral and non-visual learning medium of telecommunications. iEARN places a high priority on building these relationships - both online and during [face-to-face meetings of teachers and students](#).

### Suggestions for Getting Started and Participating Successfully in iEARN

## Welcome Phase

[http://www.earn.org/professional/pro\\_connections.html#welcomephase#welcomephase](http://www.earn.org/professional/pro_connections.html#welcomephase#welcomephase)

*Meet others in iEARN — we invite new members to introduce themselves and greet new members on our forums for connecting people. Teachers and students must be registered to enter the iEARN forums. (See the [Tutorial for using iEARN's WWW-based forums](#) if you have questions about iEARN's forum system)*

### Two good places to start are the following forums:

**Teachers (newsgroup: [apc.earn.teachers](#))** - This forum is a place for teachers to meet and talk, make announcements and 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. As part of their introduction into iEARN, new teachers are encouraged to post a message to introduce themselves, and describe briefly themselves and any special interests they or their class have.

**Youth (newsgroup: [apc.earn.youth](#))**- In this forum, young people can meet each other, share ideas and topics of interest, and consider ways they can work together.

### Special Language FORUMS:

All of the iEARN forums are multilingual, though there are also a number of special language forums for connecting people. iEARN is also open to hosting additional language forums as interest is expressed among iEARN participants. See the [Language Resource Page](#) for links to the various language resources, including online forums, available across the network.

## *Posting a Class Introduction to the online iEARN Forums*

- Objective:** To introduce your class to the iEARN Network.
- Preparation:** Brief introduction of iEARN.
- Activity:** Posting introductory whole class group message on the Teachers Forum (newsgroup: apc.earn.teachers) and the Youth Forum (newsgroup: apc.earn.youth).

iEARN projects are meant to be collaborative and interactive. Our goal is that every student who posts a message will receive a response. This can be attained if people commit to respond to 1 or 2 other messages for every one that they post. As you start in iEARN, please keep this general rule in mind. When you are first starting out in iEARN, we invite you, as a class, to create a new topic heading in the [Teachers Forum](#) and [Youth Forum](#) which lets others know you are introducing yourself as a new school. You might include a short greeting mentioning the city, state and region you are from. Be creative and tell them a little about yourselves as a group. Tell them the name of your school, your grade level and mention the project which you will be working on as well as any special interests you have.

### **RESOURCES:** “Pedagogy of Writing E-mail Messages”

Online messages are a tool that teachers and students use to share information with each other. The writing process is most successful when they write from the deep knowledge of their own rich cultural, community, and school learning experiences. The writing process includes:

- 1) Conversations taking place among the whole class, in small groups, or in individual teacher or student peer conferences about the experiences they wish to share on-line. Discussing a topic before putting it in print facilitates clarification of ideas and the building of rich descriptive words in a collaborative social dialogue before actual writing takes place.
- 2) The first draft of the e-mail message focuses first on content ideas and then on organization of ideas, on sentence syntax, and on spelling. The first draft can be typed on the computer using a word processing program.
- 3) The initial draft will then be shared with someone else through writing conferences with student peers and/or teachers. The author or another person can read the draft aloud with the purpose of “hearing” how the text reads. The conferencing process is an important time for clarifying meanings and talking together about the ways words could make the text more descriptive. When sending e-mail online, it is critically important to understand that you are sending language across diverse cultural contexts and without the prior opportunity to know one another face-to-face. Careful attention needs to be given to define vocabulary indigenous to a culture or context.
- 4) The writer does the final editing. After conferencing, the writer then does a final editing of the e-mail message with careful attention to clear sentence structure, spelling, and punctuation. The spelling feature of a word processing program is an important tool for final editing.

-From “It Takes Many Village to Build a World: Honoring People and Learning”

## *Reading and Responding to Messages from Global Peers on iEARN using a sample project, “Laws of Life”*

**Objective:** To Develop a Thoughtful Procedure for Reading and Responding to Messages from Global Peers on iEARN

### **Preparation:**

1.Go to **the Laws of Life Project**. 2.Read the brief description of the project. As you will find, this is a project in which students worldwide share essays on the values they consider important (ie honesty, truth, respect, hope...). Because of the rich diversity of participants and perspectives in the project, it provides an ideal environment to orient students in the practice of reading and composing messages on a global forum. 3.Login to the **Laws of Life Interactive Forum** 4.Select a few sample student essays that you would like to share with your students. Print them out.

1. In introducing the project to students, be sure to explain clearly the meaning behind the phrase “laws of life.” Some students may confuse legislative laws with the laws of life that are found in many cultures, religions and traditions. As a class, brainstorm a short list together of what some “laws of life” might be. Explain the global nature of this and other iEARN projects. iEARN participants come from over 100 countries worldwide.
2. Distribute to students the sampling of essays you have printed from the **Laws of Life Interactive Forum**, asking them to identify where the writers are from and what their essay is about.
3. Ask one student to read one of the essays out loud and, as a class, discuss the essay. Identify the writer’s country on a map.
4. Ask students to compose brief responses to the essays they have read. These can be drafted and typed up in a word processing program so that they can be easily pasted into the **Laws of Life Interactive Forum**. (Please do not send your messages as attachments. Rather, include the text in the body of the message you post.) If you prefer to have students post their replies directly to the **Laws of Life Interactive Forum**, be sure that they have had a chance to reflect and discuss their ideas before submitting their reply. Ask students to include their country and age in their message so that others can know a bit about them.
5. If you and your students would like to contribute their own “Laws of Life” essays to the project, you can find some great suggestions for how to get started in the project in the *Laws of Life Teachers Guide*, available at <http://www.earn.org/projects/laws.html>

**GRADE LEVEL:** All

**TIME FRAME:** 1 Hour

**RESOURCES:** Printer, Access to the **Laws of Life Interactive Forum**

## Learn about Projects

[http://www.iearn.org/professional/professional/pro\\_connections.html#learn#learn](http://www.iearn.org/professional/professional/pro_connections.html#learn#learn)

*There are several resources that will help you find out which projects are currently taking place on iEARN and how to get started in project work: [Ideas](#) (newsgroup: [apc.iearn.ideas](#)) - This forum describes the projects that are taking place in iEARN. It is especially important because it will tell you where a project is taking place if it is not being conducted in its own forum. From here, there are 80 + active project forums in iEARN where discussion and collaboration occurs.*

To help you to understand the project announcements in Ideas, please refer to the following sample topic/project title:

### ***ENG/SOC/E,M Local History***

1. ENG: Indicates the language of the proposal
2. SOC: Indicates the subject area: SOC: Social Studies ENV: Environment/Science/Math LANG: Languages ART: Arts & Literature INT: Interdisciplinary
3. E, M: Indicates the grade level range: E: Elementary M: Middle School S: Secondary
4. Local History: Project title

- **Newsflashes** - Every two weeks an online newsletter is created and sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on continuing projects, and is a place to make general announcements. To receive the iEARN Newsflash, write to [subscribe@us.iearn.org](mailto:subscribe@us.iearn.org) requesting to be added to the newsflash distribution list. (see a [sample newsflash](#))
- **Project Description Booklet** - This annual publication is sent to all members of iEARN. Up-to-date descriptions of projects can also be found on our website: <http://www.iearn.org/projects/>
- **Project and Member Databases** - In iEARN's searchable databases, you can find out more about projects and the people who are part of the iEARN community. You can find these databases on the web at <http://amity.iearn.org/signin.lasso>. Please update your own record! If you are a registered iEARN participant, you can access both of these databases using your email address as an ID, and a password. If you do not know your password, or have forgotten it, you can enter your e-mail address at <http://amity.iearn.org/signin.lasso> and your password will automatically be sent to you. Visit <http://www.iearn.org/tutorial/database.html> for a step-by-step tutorial on how to access the member database.

## Seven Steps To Join an iEARN Project?

### Step One:

Choose a project that fits your curriculum. It is best to do this by reading through the project descriptions, and also reading through on-line messages in this project forum to gain some ideas about the ongoing discussions and contributions. Visiting the "teachers' lounge" will keep you informed as to what other teachers are working on or are planning to get started on.

### Step Two:

Create a list of your objectives to choosing and joining this project. Create a tentative time-frame and lesson progression. The content and process form can be handy in teacher-parents conferences; it will help you to share with parents the objectives met in the project. The project "action-plan" is handy in your meetings with your school coordinator to share all the activities related to the project and the time spent to achieve them.

### Step Three:

Contact the facilitator and write an introductory email introducing yourself, your students, where you are from, and your objectives of joining the project. All facilitators are listed beside the description of the project.

### Step Four:

Introduce the project to your students, talk about what iEARN is and prepare them for online collaboration. Have students read other students' writing already posted from that particular project.

### Step Five:

Have students respond to other students' writing using the writing process.

**Step Six:**

Have students write and publish their own writing within the project.

**Step Seven:**

Continue participation of the project as planned with your students and the project coordinator.

## Create a New Project

Once you have made contacts in iEARN and are familiar with how the projects are conducted on the forums, these are the suggested steps for developing your own project: Announce your idea by posting it to the Teachers' Lounge . This is to generate discussion and possible collaboration on the actual design of the project, and to see if there are other people interested in the topic. Once you find other people who are interested in joining the project, fill out the Project Idea Template Form (see below), either by submitting it on the web at <http://amity.iearn.org/signin.lasso> or by sending it by email to [projects@us.iearn.org](mailto:projects@us.iearn.org). iEARN Coordinators will help to find an online forum for your project to take place in, and will indicate this on #14 of the Project Template. If your project will not take place on a forum, and will be a small email exchange, for example, the posting will indicate this and tell people who to contact. iEARN Coordinators will then post the form to Ideas (newsgroup: [apc.iearn.ideas](mailto:apc.iearn.ideas)). Please note: the Ideas forum is moderated so that only the iEARN Coordinators can post a new topic to the forum. Ideas (newsgroup: [apc.iearn.ideas](mailto:apc.iearn.ideas)) serves as a clearinghouse of all iEARN projects, with descriptions, timelines, and directions to the forum in which each project is happening. [http://www.iearn.org/professional/pro\\_connections.html#create#create](http://www.iearn.org/professional/pro_connections.html#create#create)

Once your project has been posted in and assigned to a project forum, it should also be posted as a topic on the online forum in which it will be happening. You can do this yourself, or get help from the iEARN Coordinators at [projects@us.iearn.org](mailto:projects@us.iearn.org). Facilitators are encouraged to start an “Updates” thread to provide participants with updates about the project (news, timeline modifications, etc) and an “Introductions” thread in which new members can introduce themselves as they join the project.

Occasionally post responses to your topic on so that people know whether it is ongoing or ended, whether you are still looking for participants, etc. Again, only the iEARN Project Coordinators at [projects@us.iearn.org](mailto:projects@us.iearn.org) can post new topics to [Ideas](mailto:apc.iearn.ideas) (newsgroup: [apc.iearn.ideas](mailto:apc.iearn.ideas)). But, project facilitators are strongly encouraged to update their original announcement by posting news of the project as responses to the original announcement. Send the updates to [newsflash@us.iearn.org](mailto:newsflash@us.iearn.org) as well, so that we can put them in the newsflash. This is especially important if most of your project is taking place over email and not on an online forum where it is visible to the full iEARN community.

***New Project Template***

- |   |   |
|---|---|
| 1. Name of Project:                               | 9. Project language(s):   |
| 2. Brief one-sentence description of project:     | 10. Curriculum area:  |
| 3. Full description of project:                   | 11. Names/email of initial participating groups:                                    |
| 4. Age/level of project participants:             | 12. Name of facilitator(s):   |
| 5. Timetable for the 2002-2003 school year:       | 13. Email of facilitator(s):  |
| 6. Possible project/classroom activities:         | 14. iEARN Forum where it will take place or is taking place:                        |
| 7. Expected outcomes/products:                    | 15. WWW page of project:  |
| 8. Project contribution to others and the planet: | Send by email to <a href="mailto:projects@us.iearn.org">projects@us.iearn.org</a> . |

## Suggestions for Posting to the Online Forums

[http://www.earn.org/professional/prof\\_connections.html#posting](http://www.earn.org/professional/prof_connections.html#posting)

- Try to describe the essence of your message in the Subject line. And, if you are responding to a message, do not change the Subject line.
- Try to be as brief as possible in your message and write the most important things in the first paragraph. You may be writing in a language that is not the native language of those reading your message. So, it is very helpful for others to be able to get a sense of your message in the first few sentences if possible. In addition, some subscribers to the forums use dial-up access and pay for telephone time (and sometimes for kilobytes too). For them, huge files mean huge telephone bills. Sometimes they can not even get messages if they are too big. In addition, don't quote the whole message that you are responding to, quote only pieces that you comment on. Otherwise, if several people respond to a message, and include it and previous messages in a quote, messages become huge.
- Limit the number of attachments you post to the forums. They can be too big for those who pay for dial-up access. In addition, they most often do not translate over the many systems across iEARN and many arrive to people as garbage. Try to configure your mailing software so that it sends out only plain text and no attachments of encoded word documents and html files. (e.g. Microsoft Outlook Express by default is set so that it sends out not only plain text, but also an encoded word version of the same text or an html version, that doubles the size of messages). If you want to share with all subscribers something that is big but valuable (a Word document, a jpeg picture etc) just send a note to the forum and ask people if they want to get it by email, then email it to them individually. Or place your document on the web for everybody to see.
- Do not post chain letters or any commercial advertisements to the forums.

## Suggestions for Successful Project Facilitation

[http://www.earn.org/professional/prof\\_connections.html#facilitation](http://www.earn.org/professional/prof_connections.html#facilitation)

- Use online forums instead of direct e-mail whenever possible. Online forums allow participants to participate at different points in the project, given their own particular school schedule. Because discussions are archived on the forum, new contributors can immediately see the discussion that has happened up to that point, understand who is involved, and whether the work will be of interest to them. In addition, by using the iEARN forums, you are enabling participants to participate by e-mail or by way of the web, on discussion boards hosted on servers around the world, thus keeping cost to a minimum.

- Encourage discussion and interaction among participants. iEARN projects are meant to be collaborative and interactive. As a project facilitator, part of your role, and that of your students, is to facilitate discussion and interaction among participants in your project. Doing so also increases the opportunities for students to receive feedback on their writing, so that the sole responsibility of responding to messages does not fall on you and your students as the project
- Involve participating schools and students in leadership roles. Appointing international student editorial boards and facilitators not only provides additional sources of feedback to contributors, but it also helps students to see ways that they can take leadership roles within the project. In some projects, participants may even choose to share the role of compiling project materials into a final publication, thus allowing a variety of classrooms the experience of analyzing and presenting a piece of the project's "final product."
- Update project information periodically. Posting periodic updates to the forum in which your project is happening will help existing participants, and will also insure that new participants entering the project will not be referring to outdated information about the project. In addition to posting updates to your project's forum, it is also a good idea to update information in the projects database <http://amity.iearn.org/signin.lasso> , as well as to your project's initial announcement in by posting a response to the original project announcement.
- Participate in another project. iEARN is an incredibly diverse network, both in terms of the range of people involved, but also the many various projects happening across the network. Participating in other iEARN projects is a great way to meet other participants, and learn about the many different projects initiated by teachers and students throughout the world. In this way, your classroom truly becomes a global community member that can draw on the breadth of the network as your classroom develops throughout the year.

## Suggestions for Successful Project Participation

[http://www.iearn.org/professional/prof\\_connections.html#participation](http://www.iearn.org/professional/prof_connections.html#participation)

- Try to create a globally aware classroom/school environment. The fact that iEARN is a known, sustainable community will provide a very different online experience to those young people who are used to "anonymous" correspondences on the web. Having systems in class/school for students to better understand the interconnectedness of the world, will allow their online collaboration with peers globally to take on richer meaning for them. E-mail messages come to life through maps, and a basic understanding about the background and culture of their online peers.

- Create a system for peer-editing in your class. Preparation and transmission should be seen as two different tasks. Preparing the message, researching and creating material to be transmitted, is a very important part of the whole process. Students will be writing with real purpose for a very real audience. The presence of this audience provides an incentive for students to produce the most effective communication possible. Consider creating a feedback process where students have the opportunity to comment on each others work, peer edit, and then revise accordingly.
- Communicate. Even if you can't contribute for weeks, send a note to say so. That way, your partners know that you are still interested in participating.
- Ensure language is cross cultural. How much of what is being sent needs explanation or description for an audience from a different culture? Slang or colloquial language needs to be used carefully. Translating student writing into a context that is most universally understandable can open interesting discussions in your classroom.



# **Preparing your Classroom for International Online Collaboration**



*Before your classroom goes on-line and begins communicating with peers around the world you may want to spend some time having students reflect on some of the issues which may arise during their on-line collaboration.*

*Below are some examples of activities you can facilitate to prepare students for on-line collaboration. These activities are designed to address issues such as:*

- Definition of Culture*
- Formation of Perceptions*
- Nonverbal Communication*

*You might also want to spend some time talking about appropriate use of online forums. One iEARN School, Edmonds Cyberschool, has even created an “[iEARN Buddy Support Contract](#)” to help students in creating and posting their messages to the iEARN forums.*

## The iEARN Buddy Support Contract

This is a contract developed by the first iEARN Learning Circle class at the Edmonds Cyberschool. We felt that the use of this contract would help us all stay respectfully in the bounds of internet use/discussion forums of the iEARN network. We also acknowledge the importance of supporting each other in our endeavors.

The following are items that I have agreed to:

1. I have read and understood the Internet User Agreement of the Edmonds School District.
2. I agree that the plan of this contract is to match pairs of buddies in class. These buddy pairs will help each other stay in the bounds of respect conducive to positive online work.
3. I agree that I have a responsibility to help my classmate STOP when I sense that the language/tone/topic of a message is becoming inappropriate or disrespectful while on the internet/forums.
4. I will do this by verbally saying that I am uncomfortable with what is happening.
5. I will ask my classmate to change the discussion format to a respectful, appropriate message.
6. Inappropriate messages include the use of disrespectful, hurtful terms, profanity, slurs, and inappropriate topics including pro-substance abuse, stereotypes (racial, sexual, ethnic, religious),and pro-violence issues.
7. I will also be aware of the use of the iEARN forums by all aged students. Therefore, messages will be sensitive to both the younger and the older student. Messages will also be sensitive to those with physical, emotional, or learning handicaps. Messages will also be sensitive to the many different types of families.
8. If I am the one typing, and my buddy tells me that he/she is uncomfortable with my typing, **I will stop.**
9. Even if my classmate is a good friend, I will honor our joint commitment to this contract.
10. If the message continues, and my buddy and I do not stop, we both know that the possible result may be expulsion from the class. This contract is an effort to help myself and my classmates work in a productive, respectful manner that will result in a positive connection between ourselves, our school, our school district, and our iEARN world.

\_\_\_\_\_ (my name)

\_\_\_\_\_ (my buddy's name)

Dated on \_\_\_\_\_

*Here are some sample classroom activities for international online collaboration.*

### **CULTURAL IMAGES THROUGH PHOTOGRAPHS**

#### **OBJECTIVE**

Using photography students will capture an image or personality which they feel represents an important aspect of their culture and discuss their choice of a picture with classmates to understand difference in cultural and/or personal values.

#### **PREPARATION**

Brief introduction to iEARN, explaining that the students will soon be working with other students from around the world for whom cultural values or symbols may be different.

#### **ACTIVITY**

1. If students do not have a personal camera provide a disposable or Polaroid camera on a rotating basis for students to take a picture
2. Once pictures have been developed and submitted have students divide into groups of four or five to discuss the image they chose to shoot and why and how they feel it represents part of their culture.
3. Have students record in a journal assignment what they learnt or felt when listening and viewing their classmates' work and different representations of culture
4. Pictures can be displayed in the classroom or posted on the web to be shared with other iEARN members in the future.

**GRADE LEVEL** Grades 4-7

#### **TIME FRAME**

30 minutes

#### **RESOURCES**

Disposable cameras if necessary

**SIMILAR ACTIVITIES** Peace Corps Activity: 'Everyone Has a Culture-Everyone is Different'

[www.peacecorps.gov/www/guides/looking/lessons11.html](http://www.peacecorps.gov/www/guides/looking/lessons11.html)

### **BUILD a SURVEY for the WORLD**

#### **OBJECTIVE**

This activity encourages the students to think about other cultures, builds initial interest and excitement.

#### **PREPARATION**

Brief introduction to iEARN, explaining that the students will soon be working with other students from around the world.

#### **ACTIVITY**

1. Divide students into groups of 4 or 5.
2. Each group will be assigned a geographic area(Asia, Europe, Africa, South America etc.). Each groups needs to write 5-10 questions that they would like to ask to students in their assigned region.
3. Groups share their results with the rest of the class.
4. Build a class survey for the world. Over the course of the year, students can actively look for answers to those questions, check off all the questions that were answered.

**GRADE LEVEL** Grades 2-4

#### **TIME FRAME**

45 minutes

**SIMILAR ACTIVITIES** Build a survey for the school neighborhood.

### MONSTER EXCHANGE

#### OBJECTIVE

The students will practice writing for an audience, for a real purpose. They will see the way their writing is interpreted by others, and reflect on the processes of writing, reading and interpreting.

#### PREPARATION

Large pieces of paper for every student, crayons, tape or thumbtacks to pin the paper to the walls.

#### ACTIVITY

1. Divide the students into pairs.
2. Every student will draw a monster (original) and write a paragraph describing their drawing. It is very IMPORTANT that the partners do NOT look at each others' drawings.
3. Partners will exchange the monster descriptions.
4. Based on their partner's descriptions, every student will draw another monster, trying to replicate their partners' monster (replica).
5. The partners will show each other their drawings and compare the original monsters with the replicas.
6. The students will make a monster gallery in the classroom by putting up the original and replica monster pictures.
7. Class discussion – Identifying the original/replica pair that is most similar, and most different. Discussion on the communication process.

**GRADE LEVEL** Grades 2-7

#### TIME FRAME

1.5 hour (45 mins. in pairs, 45 display and discuss monster galleries)

#### RESOURCES

This activity idea is taken from an on-line collaborative project. To view the related website, see:

<http://www.monstereexchange.org>

**SIMILAR ACTIVITIES** Telecommunicating

International Telecollaboration

### TELECOMMUNICATING

#### OBJECTIVE

The students will communicate with one another without seeing or hearing each other; simulating communication via e-mail. The students will then reflect on the experience and think about potential miscommunications via email.

#### PREPARATION

A sample e-mail from an every day conversation. Preferably one that contains email gestures such as :, ;), !!!, :( etc..

#### ACTIVITY

1. Divide the students into pairs.
2. Have them sit with their backs turned to one another. The students will carry on a conversation by passing papers 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 telecommunication. This could be the class netiquette.

**GRADE LEVEL** Grades 2-7

#### TIME FRAME

1 hour (30 mins. in pairs, 30 mins. class discussion)

#### RESOURCES

You can find view example netiquette lists on the below websites:

· Affirming e-mail behaviors:

<http://www.stolaf.edu/people/roberts/psych-121/affirming.html>

· Net Etiquette for Think Quest

<http://www.thinkquest.org/resources/netetiquette.html>

**SIMILAR ACTIVITIES** Monster Exchange  
International Telecollaboration

### **INTRODUCING YOUR CLASSROOM TO THE IEARN COMMUNITY**

**OBJECTIVE** Constructing a welcome letter to introduce your classroom and project ideas to the iEARNcommunity

#### **PREPARATION**

Discussion on the use of iEARN forums and newsgroups. Students should have already participated in discussions on netiquette and public versus private e-mail

#### **ACTIVITY**

1. Have students write up a sample welcome or introduction letter which could be posted in a forum eg) iearn.youth
  2. Pair students into groups of two and have them exchange letters and get feedback from their peer.
- Guidelines for discussions:  
 'What subject heading did I use?'  
 'How did I address and sign off the letter?'  
 \* Check for spelling and punctuation errors

**GRADE LEVEL** Grades 4-12

#### **TIME FRAME**

30 minutes

### **NACIREMA ACTIVITY**

**OBJECTIVES** Students will examine how one's own values, beliefs and previous experiences affect the way he/she interprets the world.

#### **PREPARATION**

Handouts of the Nacirema article, a very popular introduction to the study of culture and stereotyping. (this can be obtained through searches for "Nacirema" on the WWW).

#### **ACTIVITY**

1. The students will each read the article on Nacirema.
2. In small groups of 4-5 people, they will discuss each of the rituals described in the article and come up with a similar activity in their own culture.
3. Class discussion as a large group on observing and interpreting the events and people around us.

**GRADE LEVEL** Grades 4-8

#### **TIME FRAME**

1 Hour

#### **RESOURCES**

The following website contains great tips from experienced teachers on international collaboration:  
<http://ed.gov/Technology/guide/international/tips.html>

#### **SIMILAR ACTIVITIES**

Telecommunicating Monster Exchange



# Technology To Support Project Work

Within iEARN, technology is seen as an effective means of involving exponential numbers of students and teachers in collaborative projects. Technology is the means by which iEARN participants focus on how important student-to-student and teacher-to-teacher interactivity is to the network and to the learning process in iEARN.

We cannot stress enough that iEARN is a participant-based network. Each student and teacher has a vital role and responsibility to actively engage and contribute to others. Daniel Reyes, a visionary and founding member of iEARN from Argentina, often remarked,

***“No one person knows so much that he can’t learn from others, and no one person knows so little that he can’t teach others.”***

Within iEARN technologies are seen not as “technical issues,” but rather we see that technology can maximize interaction among participants—as part of the overall goal of making a difference in education and on the planet.



**There are four types of technologies iEARN participants use to communicate with one another:**

**e-mail:** one computer to another computer, with possibilities of multiple copies.

**forums:** one computer to a discussion room/forum (“newsgroups” or “web forums”) into which people “walk” and interact with whomever is in the room and which is accessible by thousands of computers.

**WWW:** depository of files with text and graphics in a “gallery” which visitors can admire, download, and perhaps meet others.

**video-conferencing and chat:** taking advantage of both video and audio capabilities of the internet.

### **Technologies you can use to find partners around the world**

iEARN puts these technology tools in the hands of teachers to enable them to coordinate projects in a variety of curriculum areas.

For example, if a class studies China in the 6th grade or has a world cultures class :

1. teachers should first browse such forums as [China](#) (Newsgroup [apc.earn.china](#)) and they can post requests for help to other participants in forums such as [Teachers](#) or [China](#)
2. teachers can use the iEARN Directory of Participating Schools
3. teachers can use the [WWW-based “People Place” Database](#)

## Real-Time Chat

Would you like for students in your project work to chat together about what they have done? If you would like to set up a Chat, contact: [chat@us.iearn.org](mailto:chat@us.iearn.org) and give us a name of your Chat Session. iEARN Chats can be found at: <http://foro.iearn.org/chat.html>. A User Name and password are required. Need a User Name/ password? Contact us: [support@us.iearn.org](mailto:support@us.iearn.org).

### How do I configure my web browser to participate in iEARN's online conferences/newsgroups?

Participants in iEARN use a variety of different web browsers, e-mail systems, and computer platforms. The technical set-up is generally best done individually with the technical person at the school, though iEARN will work individually with the technical person, if necessary.

Configuring your web browser to access iEARN forums/newsgroups, is usually a very simple task. The only specific setting you will need to change or add to use iEARN newsgroups is to point the browser to the following news server: **<news.foro.iearn.org>** under "Preferences" or "Options." The first time that you access this news server, you may need to "Subscribe" to all of the "iearn" newsgroups so that they appear each time you open your message/news center. At some point in this process (depending on which browser you are using) you will be asked for your iEARN User Name (iearn-\_\_\_\_\_) and Password (\*\*\*\*\*) before being allowed to click on and read the postings to the various "iearn" conferences. Contact iEARN-US at [iearn@us.iearn.org](mailto:iearn@us.iearn.org) if you have lost your User Name and Password.

Write to [iearn@us.iearn.org](mailto:iearn@us.iearn.org) for help in setting this up.

## Video-conferencing



With the arrival of faster, more reliable and less-expensive Internet connections, schools are increasingly seeking to take

advantage of new video-conferencing technologies. Some of these include "CU-SeeMe," "NetMeeting," "MeetingPoint," etc.

To utilize these technologies, a minimum connection of 28.8 dial-up is required, with an ISDN, LAN, T-1 connection preferred. With the minimum, it is often not possible to utilize both the audio and video capabilities of the technology.

Since these technologies are in "real time" attention must be paid to time zones and to language capabilities of the participants. Further, our experience and other research indicates that successful use of these technologies requires careful advance preparation and effective facilitation during the connection.

To facilitate such connections, iEARN has created a field within its [on-line database for "CU-SeeMe"](#) to allow members to identify others with access to this technology.

Schools often find partners for video-conferencing and chat events by posting a message on the [Teachers](#) forum (newsgroup: [apc.iearn.teachers](mailto:apc.iearn.teachers)) indicating the date and time of the proposed video-conference and the subject matter to be discussed.

iEARN also has a reflector site which allows multiple users to dial on and video-conference with one another using the same number.



# Curriculum Applications

## There are three types of projects in iEARN

- On-going projects** which run year after year continuously
- Short term** projects with a stated start and end date
- Learning Circles** A learning Circle is made up of a team of 6-8 teachers and their classes joined in the virtual space of an electronic classroom. The groups remain together over a 3-4 month period working on projects drawn from the curriculum of each of the classrooms organized around a selected theme. At the end of the period the group collects and publishes its work.

All projects in iEARN are initiated and designed by teachers. As part of iEARN's mission to make a difference to the quality of life on our planet, teachers select projects related to local issues, look at how the project matches their curriculum needs and identify how they can integrate the project into their classroom. Because each classroom and school environment is different, one iEARN project will look different in each participating classroom where it is integrated as teachers adapt them based on their students needs and resources available to them.

There are, however, several support networks open to teachers who are beginning to match projects to their curriculum.

- **Teachers' Lounge** here you can communicate with teachers in the network to share your experiences and ask questions to teachers who have been using collaborative projects as part of their classroom for some time.
- **Online Professional Development Courses** these subject specific online courses are facilitated by iEARN teachers/facilitators and are designed to help teachers select and integrate a project into their classroom. (<http://www.earn.org/professional/online.html>)
- **Hands- On workshops** workshops are participant driven with the goal of enabling educators to begin working on projects and developing a support network in your school.

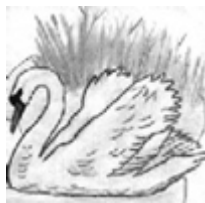
Through iEARN's unique approach to [Project-Based Learning](#) (Slide Show) young people acquire skills in critical thinking, and cross-cultural awareness while connecting their learning to real world issues, making learning challenging and enjoyable!

Donna Mandella, a Science teacher at Walter G. O'Connell High School, Long Island, USA shares her initial thoughts as she selected an iEARN project:

*'If my students take anything with them through life it is that they need to inquire about the world they are part of and be interested in their impact on the world and it on them. [S]tudents need to apply their scientific skills throughout any problem they attempt to solve in Biology or in their own lives. Throughout the project students will be incorporating problem solving skills and academic skills such as, reading, writing, articulation, mathematical reasoning, cooperative people skills and much more. One of the advantages to Project Based Learning is that all these skills are part of the activities and truly the student doesn't feel that learning is forced.'*

### **iEARN Projects Work in Different Classroom and School Environments**

#### *iEARN in Geography*



As all iEARN projects have cross-cultural aspects there are many projects you can select which can match your geography curriculum. Christine Kolstoe, a K-12 educator at Edmonds Cyberschool, Washington State, USA shares her Social Studies project work:

'We are substituting the [Local History Project](#) to the Washington History lessons: the goal here is to learn our personal heritage through family, friends, neighbours and the personal research on local buildings and geography. The personal approach allows for a personal connection with the past and the environment where we live and the students in the class are truly taken by it. The technology used is not only the computer, but also simple tools like a tape recorder to record interviews as well as cameras (regular or digital) to record people and places that they learn more about. This will all come together in a webpage that will display some of the findings. Some discoveries will be recording in more traditional media such as a family heritage album, a map with the places that were visited and some family heirlooms that were seen and through which we learn more about the past through a personal connection. We have also planned a visit to the Washington History Museum. These activities will replace the traditional "textbook approach" on learning about our state.



## *iEARN in Social Studies*

Janet Cook, iEARN Online course facilitator provides some questions to help you plan a Social Studies project in your classroom

1. How do you envision using iEARN projects in your social studies curriculum?
2. How do you define social studies?
3. What types of topics are covered in your social studies curriculum?
4. Do you feel that you can integrate iEARN just in social studies or are there other cross-curricular applications you want to include (emphasis on data interpretation, writing, art, etc.)?
5. What kind of projects do you feel would be best for you (short term (one month), year-long, ongoing)?
6. What type of project(s) are you looking to become involved? There are projects that deal with gathering and sharing factual information, opinions, local folklore, geography of areas, current events and their ramifications, social issues, etc. In what type of project(s) are you looking to become involved?

Some teachers' reflections:

- Ynez Walker, Horowhenua Learning Centre, New Zealand. 'iEARN projects in our social studies curriculum. Social studies for our vocational purposes involves, cultural values, respect, morals, history and social issues which come from a study of: 1. how people interact with other people, groups (interest, ethnicity etc), communication styles, prejudice. 2. how people interact with their environment (geography and human impacts on planet earth). 3. how people are affected economically by where they live, their work, their social class and their access to education, health and welfare. Therefore social studies, geography, history and economics can be taught in an integrated way through a unit of study. Short one month iEARN projects, would be best for us as our units are usually a month duration. There are many possible projects which could be useful for our students to become participants. However, we have already identified an interest area for the interim, to reduce intolerance and work towards building better understanding between cultures. My class [is] very keen to

- participate in the [Holocaust/Genocide Project](#). Other possible projects would be those that require gathering information about different destinations around the world to visit, sharing own country knowledge and current world events and social issues..’.
- Patricia Moses, McMilliam Magnet Center, Nebraska, USA. ‘[Child Labor Project](#) [best matches my curriculum]... Our 7th grade curriculum covers the East Hemisphere. My main goal is to increase awareness of this issue among my students. Over the last two years I have been adding a lot of lessons that deal with economics and environmental issues not to mention human rights. I feel the Child Labor project will allow my students to become aware of a major issue affecting young people their age or younger. I have approximately 40 students that will be involved in this class project. I am allotted approximately 160 minutes a month in a computer lab per month. For the remainder of this academic year, I will devote these periods to studying the issue of child labor in our regions of study including Africa, Asia, and Russia and its neighbors. My time line is to start with...an orientation to iEARN and the Child Labor Project. I will utilize some of the postings found on the Child Labor forum to acquaint my students with issues. I hope to have my students brainstorm a project such as a “proclamation on child labor” from our mayor. I like the idea of helping to fund a school or perhaps materials to a classroom in need.

## *iEARN in Math*

Edward Tetteh, a secondary school teacher at the Accra Academy in Ghana explains how the issue of unemployment, important to students in Ghana, is a part of his Math online project:

‘Students are very much aware of the unemployment problems their country is facing which makes some of them feel like stopping school to learn some trade as that can, at least, make themselves self-employed. It is always great to let students be aware of such problems and allow them to think of how the problem could be tackled by themselves. For instance, let students think of “How do I make myself employable after school?”. “How can I apply my subject, (Maths, Physics, Chemistry, Biology....) outside the classroom?” etc. This will move them outside the rigid classroom situation to a more practical/project-based outlook.’



*Below is an example of a classroom activity you can use as part of a Math online project:*

- Classroom Activity: Students in a 6th grade math class are learning about Statistics. Their assignment is to come up with a research project in which they gather and compile data related to a community issue and then report on their Statistical findings.
- Network Activity: As part of their classroom work, students take part in the “[Connecting Math to Our Lives](#)” project. Students join with others around the world in examining their own lives and communities and broader issues relating to social justice and equality from a mathematical perspective. The class chooses to get involved specifically in the “STATISTICS AND SOCIETY” section of the project. They ask others in the project all around the world to complete a brief survey relating to the issue of Smoking, including questions about media advertising, rates of smoking in schools around the world, and attitudes about smoking. Students create a graph depicting their numeric data or statistics on a theme of interest. After creating the graph the students explain the information that it conveys and write about the implications they think the data projects.



## *iEARN in Science*

Some teachers reflect on how Science projects relate to local issues and their curriculum needs:

- The environmental issue which most readily fits into my curriculum is the use of solar energy as an alternative to cooking with environmentally unfriendly materials. - Rowena Gerber, Miami County Day school, Florida, USA. Visit the [Solar Cooking Project](#) and see how the project has been [aligned to state standards](#).
- “The iEARN [Wetland and Waterways project](#) is relevant in that it is very much in line with the Ugandan situation. Uganda is a country where the average temperatures hardly go beyond 28 degrees Celsius. And for 99% of the time of the year, there is no need for air conditioning or heating in our houses. The Ugandan style of [eating] is that if you want to cook a meal, you go down the garden and [collect] what to prepare for lunch. These good conditions though are starting to change. It is feared this is because of the encroaching on the wetlands. As the future leaders, our students need to be fully aware of which factors affect these very important Natural resources. The students will also be able to integrate their chemistry (water quality testing) and Geography(factors behind the use of wetlands ) into the activities which will make them motivated. And there is a river in the vicinity that we shall study. - Lawrence Ssenkubuge, Secondary school teacher, Kings College Budo, Uganda

## *iEARN in Creative Writing*

Teachers share why online projects can help students writing, reading and editing skills:

‘...While going through the Lewin Projects I am overwhelmed by a feeling that Lewin in true sense is working as an envoy of love and peace for the entire world dwellers irrespective of racial and cultural differences. The writings are comprised of easy words, phrases and sentence construction, speaking of individuality, expressive and engaging clarity, reaching out to audience with all potentials, highs and lows of the message to tell the purpose of the writing in the most natural way..(Ghazala Parveen- Aisha Bawany Publis School-Karachi, Pakistan)

· ‘The Laws of Life essays are a great place to emphasize the trait of voice, I think. Voice is an expression of sincerity and the Laws of Life essays are about the things that matter most to a person. - Patty Smith, Hamilton International Middle School, Washington State, USA

Steve Olivio, Virtual High School. Massachusetts, shared how participating in a Learning Circles, project-based partnerships among a small number of schools located throughout the world allowed him to cover these Massachusetts learning standards

- Agree on Rules for Discussion
- Set Time Limits, Deadlines
- Pose Questions, Listen to Ideas
- Apply Standard English Conventions
- Analyze Oral Dialects, Slang
- Write With Clear Focus
- Use Appropriate Genres
- Content, Organization
- Use Knowledge to Edit
- Use Self-Generated Questions
- Gather Information for Research

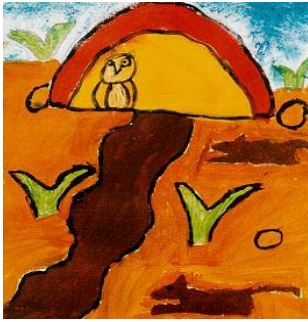
· Assess Final Drafts

Ms. Afshan Haneef Khan  
Al-Murtaza School  
Karachi-Pakistan, shares her experience of 'Virtues' project.

There is a growing concern, which our children are caught up in the 20th century materialism to the detriment of character, where they are picking up values, which place personal gain before ethics, integrity or love. Many of them have little or no sense of faith or spiritual values in their lives. Children are born with great potentials; their natural qualities can develop into positive or negative traits depending on how they are educated. We as teachers and educators, are the spiritual guides to transform their character.

The iEARN Virtues project lead to spiritual growth, applying values and virtues in the day-to-day behavior of children, supporting them in practical ways to set spiritual goals, develops, as children learn to make responsible, moral choices. Self-esteem is a natural outcome of living by spiritual principles. As we have the moral value sessions with our students at our school, I have therefore integrated the Virtues Project with the curriculum and I would like to share the proceedings/plan with my colleagues in this forum.

I started not by just asking my students to start writing on Virtues, but in fact in the creative writing period which is a full 40 to 45 minute period, I did a little brain-storming about Virtues with them, i. e. What is their understanding of the meaning of the word Virtue? The elicited responses were noted on the board that was later taken down in their creative writing copies. My students, now having a much clearer understanding about Virtue wrote on any one of the Virtues they liked in the form of an article, essays, stories acrostic poem etc. Some of which I would like to share here with you. I would encourage my colleagues to adapt this plan in you're working environment and do share your findings with us.



## *iEARN in Art*

Below is an example of how Margaret Mahoney, a Middle/Secondary School Art teacher in the United States used the [Folk Tales Project](#) in her classroom:

### **AMERICAN FOLK TALE PROJECT**

#### *Library Visit (one class period)*

1. Spend one class period in the library doing research on American folk tales. By the end of the class each student will have selected a folk tale to use for the project.
2. Ask two students from each class to be responsible for photocopying the stories so that each student has their own copy of the selected folk tale.

#### *Read and Write Summaries (one to two class periods)*

Students will spend a class period silently reading their folk tales and will begin writing a summary of the tale. A second class period will be devoted to writing the summaries. The typing of the summaries will be assigned for homework. These should be done on computer and saved to disc.

#### *Preliminary Drawing (one to two class periods)*

After writing the summary each student will select a significant scene from their folk tales to illustrate. The final illustrations will be done in collage on 18"x22"tag board. Before they start their collage, however, each student will complete a preliminary drawing in their sketchbook.

#### *Repeating Border Design (part of one class period)*

Each student will decide on an appropriate repeating symbol from the story to use as a border design. For example in a story about a fisherman an appropriate border design could be a repeating fish motif. A sketch of the border design should be drawn in the student's sketchbook.

*Collage (eight class periods)*

After a review of collage techniques, each student will be supplied with a piece of tag board to begin their collage illustration according to the following steps:

1. sketch out the scene in pencil on the tag board
2. using paint fill in the background
3. add major parts using any of the desired collage materials (see the list of materials below)
4. work in the details with marking pens
5. add the borders design first by painting the background and then with collage materials

*Attach Summary (part of one class period)*

1. Attach a typed copy of the summary to the back of the collage. Add any pertinent information, for example the name and location of the Native American tribe, if it is a Native American story.
2. Send Photos and Text Electronically send the digital photos and folk tale summaries to the Global Arts Folk Tale web site. This can be done by students who are quite comfortable using computers, but it should be done with the supervision of a teacher.

*Presentation of the Folk Tale Project*

Groups of students may present their folk tales and collage illustrations to Lower School classes or to the Middle School at an assembly program.

*Exhibit of Folk Tale Project*

Exhibit the collages and story summaries in the assembly hall or in the main office building. Include in the exhibit a description of the Global Art Folk tale Project and the web site. Investigate other exhibit areas, e.g. Pediatric ward of a local hospital, the local public library. See about getting an article in the newspaper, both the school newspaper and local newspaper.

*Collage Materials List*

paint, markers, fabric, glitter, sequins, shells, dried flowers and leaves, sand, any other small found objects

- Margaret Mahoney, Miami County Day School, Florida, USA



## *iEARN* *in Language Acquisition*

There are many projects to choose from that you can integrate into your ESL/EFL classroom. Below are some comments and suggestions from ESL/EFL teachers.

- Elena Rekichinskaja, Middle Secondary School teacher, Classical School #3, Novosibirsk, Russia ‘...PBL (project-based learning) is an essential part of teaching and learning process now. ...[T]his methodology will enhance my EFL teaching. It seems to me that project work captures better than any other activity the three principal elements of a communicative approach. These are 1. A concern for motivation, that is, how the learners relate to the task. 2. A concern for relevance, that is, how the learners relate to the subject areas. 3. A concern for educational values, that is, how the curriculum relates to the general educational development of the learner. It helps our learners enjoy learning ! We understand that positive motivation is the key to successful learning and project work is particularly useful as a means of generating this positive motivation.
- Inga Savicka, High school teacher, Smiltene Gymnasium, Latvia. ‘If we work with projects[my students] feel closer to real life. They meet complex, real -world problems. It makes them think over the problem and find a solution. They have to plan, think critically, cooperate. PBL gives students skills they need later in their lives. It is learning through doing. I like project work, too, because there we can integrate different subjects. Right now we are doing a project about English speaking countries. Students can use their knowledge in geography, history, computer skills. They can even choose how they present the country they have chosen. That can be a computer presentation, a theatre, a model, a poster, etc. I can say that only in [these types of] projects can we see how creative our students can be.

*Here are some projects commonly used in ESL classrooms.*

- Laws of Life
- Folk Tales
- Local History
- Role of Women in Family and Society
- Children’s Rights through Artwork
- New Millennium Card Project
- Me and My Pet
- Friends and Flags
- Aspects of Love
- The World of Harry Potter

*Here is an example of a language classroom activity*

Classroom Activity: Students are studying to learn Spanish.

Network Activity: The class joins [Latina](#) forum (Newsgroup: [apc.learn.latina](#)) a forum for current projects and discussion among educators and young people who would like to develop collaborative projects to contribute to the the health and welfare of the planet and its peoples using Spanish, Catalan, Portuguese, or other Latin-based languages. Over the course of the year, the class participates in projects and discussions on a number of issues, including the environment, math, history and traditions of different countries, literary expressions, water, mathematics, and sports, among others.

## Matching Your Curriculum Objective to an iEARN Project

As you look at iEARN projects you are interested in, you may find this exercise helpful in identifying the objectives of the project.

The outline was created by Eliane Metni, an iEARN teacher and country coordinator based on the six developmental domains explored in the book “Themes” edited by Marjorie J. Kostelnik, MSU. Here are three sample matching exercises.

### **Coloring our Culture**

#### CONTENT LEARNING

What base knowledge will a student acquire by engaging in this project? Content/Curriculum-Area/Substance/Base-Knowledge: Terms, Principles, & Facts (TPF’s)

Base Knowledge (TPF’s): Discover the terms “medium” which could be art or writing; “multiculturalism”; “language barriers”; “cultural barriers”; “themes”. Understand your way of living depending on the chosen theme and that of the recipients. Curriculum Area (s) : Art. English and other languages. Social Studies.

#### PROCESS LEARNING

What skills and developmental gains will a student acquire by engaging in this project. Process Skills involved/Developmental Domains.

Aesthetic: Self-expression, appreciation of cultures, use of different tools and medias to express oneself. Affective: Depending on the theme

chosen, (I am a refugee, losing one's native land, living together...) students through expressing themselves can come to terms with their predicament. In other words, to overcome a setback. Completing an art production and being the proud artist.

Language: Essay writing, communicating and reading art work. Social: Appreciating and understanding different cultures, appreciation of cultural diversity. Physical: None. Cognitive: Compare and contrast, putting different elements of arts together to symbolize a theme.

### ***The Ecological Footprint***

#### CONTENT LEARNING

What base knowledge will a student acquire by engaging in this project? Content/Curriculum-Area/Substance/Base-Knowledge: Terms, Principles, & Facts (TPF's)

Base Knowledge (TPF's): Discover the terms "ecological footprint"; "natural environment"; "resource consumption"; "waste discharge"; ecological systems"; "sustainability". Curriculum Area (s) :Science (Earth science); Math (statistics); English

#### PROCESS LEARNING

What skills and developmental gains will a student acquire by engaging in this project. Process Skills involved/Developmental

46 Domains.

Aesthetic: Learn to preserve the beauty of the natural environment and the landscaping that goes with it. Affective: feeling responsible for preserving the ecology by acting in that direction.

Language: Report writing. Social: instilling in the students a community sense of helping maintain ecological systems. Physical: Learning about the impact of inappropriate "lifestyle"

### **Fight Against Child Labor**

#### CONTENT LEARNING

What base knowledge will a student acquire by engaging in this project? Content/Curriculum-Area/Substance/Base-Knowledge: Terms, Principles, & Facts (TPF's)

Base Knowledge (TPF's): Discover the terms "child labor"; "child's rights"; "action agenda"; "abolition"; "awareness raising"; "exploitation".

Learn about declared children's rights and the NGO's that advocate for them; Learn research techniques; Inquire about one's national Child Labor practices.

Curriculum Area (s) :English and other languages, Social Studies, Study Skills.

## PROCESS LEARNING

What skills and developmental gains will a student acquire by engaging in this project. Process Skills involved/Developmental Domains

Affective: Children will have the reassurance of being protected.

Language: Essay writing, report writing, poetry in the genre they like and communication. Social: Children will develop a sense of caring for the other self and will take action in their community. Physical: none; Cognitive: Data analysis; Aesthetic: none.

### Some information about Online Professional Development Courses.

#### What will you learn through these online courses?

Each course is designed so that by the end of nine weeks you will have outlined how you will use an iEARN project with your students and begin work with your students in an international online collaborative project. Each course begins with an **online orientation** followed by eight week of course assignments and participation.

During the course you will:

- Select and integrate an online collaborative projects into your classroom
- Correlate your online project/s to your local/state/national education standards
- Learn how to manage your classroom and technology resources available to you as you participate in an online collaborative project
- Communicate with iEARN project coordinators and teachers to get first hand knowledge about the project/s you would like to integrate
- Engage and maintain long-lasting post workshop personal and professional relationships in an secure, caring and experienced environment

#### Prerequisites

- Basic word processing, Internet and e-mailing skills
- Reliable access to a computer and Internet
- Availability to commit at least 5 hours a week to course activities
- A classroom/students whom you will be working with throughout the course period
- Working knowledge of English

#### Teacher Certification

- Participants who meet course requirements will receive certification from iEARN-USA

#### New York City Department of Education Teachers earn:

- 3 “G” credit (Professional in-service Credit)

Questions? E-Mail [ONLINEPD@US.IEARN.ORG](mailto:ONLINEPD@US.IEARN.ORG)

## *Planning for iEARN Projects*

1 -Start from your curriculum and ask yourself:

What do I want my students to get out of this year's work with me?  
What content or base knowledge will I cover?

2 - The project you select should address a real life question or problem that:

Is interesting & exciting to you AND your students.  
Has accessible & age appropriate resources to investigate the topic.  
Provide opportunities to make connections to other classes as well as in and out of school and enhances critical thinking and problem solving skills.  
Will involve your students in team work.  
Can be addressed through a variety of strategies & activities.  
Will help students with various strengths and inclinations.

3 - Plan learning activities that:

Give you the chance to see their understanding develop in new & challenging situations  
Require them to show their understanding in an observable way.  
Involve students in publicly demonstrating their understanding

4 - Plan ongoing assessment: What criteria will help my students and me figure out what they understand?

Informal observations, dialogue & feedback  
Peer review and self assessment  
Quiz / test

Academic prompts

Performance tasks and projects outcome: Presentations, reports and other tasks.

Source: BRIDGE Online Class, based on the “Teaching for Understanding Framework”.

**Project Planning Form**

**What –How-Why?**

<b>What –How-Why?</b>					
<b>Content learning</b>	<b>Process learning – Developmental gains</b>				
<b>Terms-principles-facts/curriculum area</b>	<b>cognitive</b>	<b>language</b>	<b>Affective</b>	<b>social</b>	<b>Aesthetic</b>
<b>State the problem or leading Questions</b>	<b>Activities</b>	<b>Classroom management</b>	<b>Assessment Evaluation</b>	<b>Resources</b>	<b>outcome</b>
<b>Time Frame</b>					
<b>Anticipated difficulties</b>					
<b>Comments</b>					

**Forum iEARN-Proverbs**  
**Coordinator Ilham Zumrot of Jordan**  
**Global wisdom Bank Project Plan**

<b>What –How-Why?</b>					
<b>Content learning</b>	<b>Process learning – Developmental gains</b>				
<b>Terms-principles-facts/curriculum area</b>	<b>cognitive</b>	<b>language</b>	<b>Affective</b>	<b>social</b>	<b>Aesthetic</b>
Terms, Principles and facts students will learn new words in context students will find out local and international proverbs in their local cultures. Develop critical and creative writing techniques Students will learn how to develop different sources of information Curriculum Areas English Social studies technology	Using various research techniques to develop local proverbs Explore and analyze local proverbs Evaluate their meaning and justify their choice Compare and contrast relevant local and international proverbs Write constructive feed back.	Students will enhance verbal and written communication by inquiring interviewing compiling giving constructive feed back and justifying and presenting	Taking pride in own culture Feeling of belonging to global community increased motivation to read and learn about what is important for others taking pride to a global anthology describing the joy of being an author sense of caring and developing respect for others point of view	Students will enhance their social skills by working in groups brainstorming and writing cognitive essays and stories	Illustration Drawing Play collage
<b>State the problem or leading Questions</b>	<b>Activities</b>	<b>Classroom management</b>	<b>Assessment Evaluation</b>	<b>Resources</b>	<b>outcome</b>
What is the meaning of the proverbs we use and their significance in relation to our local culture	Interview the community, investigate select and justify their choice of proverbs read comment and give constructive feed back to their peers Write short essays to communicate why they selected these proverbs use the medium of art to illustrate their proverbs communicate with other students in iEARN community to share their essays.	Brainstorming Group work Individual work Writing process Peer adding Revolving Final adding Submission to the forum	Involve students in the evaluation process and use and use following resources to make their work easier ask them if in each of the following section they have Clearly stated the proverbs and its origin? Explained the meaning of proverbs explained clearly why they selected the proverb show the relevance of this proverb in their daily experience.	iEARN Forums Books Websites Connectivity	Essays Artwork Publication
<b>Time Frame</b>					
<b>Anticipated difficulties</b>					
<b>Comments</b>					

## Project Planning Guiding Questions

We are putting forth some questions that we, as educators, should ask ourselves before engaging in a project. Let's keep them in mind in our activities during this workshop while planning our projects.

- 1) How will you introduce iEARN and the project to your students?
- 2) Often we think that because we would like to join a project that our students would like it as well. That is often not the case! What will you do? How will you get your students motivated?
- 3) How will you prepare them for online collaboration? Have your students worked on the Internet before? Do they know, or have you discussed with them Netiquette rules? Have them worked with students from a different culture before?
- 4) What resources will you need to work (books, reviews, magazines, websites, literature) Do you have access to Internet during your free hours? Can you use the schools library or a public library?
- 5) Are you able to invite professionals in the field to guide /lecture the students? Are you able to do so?
- 6) If yes, what activities will this visit generate?
- 7) Will you take your students on a field trip? Where? What is the procedure at school to organize a trip with your students, does your institution approve of it?
- 8) If yes, what activities will this field trip generate? How will you prepare your students to make the most of this trip? Are you going to ask them to take pictures and write a report? Who will read the report? Where will it be published?
- 9) What is the time frame of the project (Long term/short term)? Are you being realistic?
- 10) How many hours will you need to complete the project with your students?
- 11) How many classroom hours/week will you dedicate for this project?
- 12) If you need more hours to complete your project can you/are you able/willing to stay after schools to support your students?
- 13) Is there a club at school that can help/support your project?
- 14) Classroom Management/Procedures: What would be the best way of guiding your students when working on this project? Should you incorporate it as individual

student work, cooperative learning groups or whole class group work? Should you use all methods at different times?

a) Classroom management for short-term participation

b) Classroom management for long-term participation

15) Classroom Techniques: What teaching methods should you use during your lessons for this project? (Brainstorming, The Writing Process, Dialogues, Group presentations, Role-playing, Narration, Problem-solving, Simulation, Discussions, etc.) Decide which methods are most appropriate for this project.

16) How are you going to manage posting and responding to the forum site? Will you need another computer teacher to help with this? Should you collaborate with anyone else? This is often time consuming, with slow connections, are you going to do this during your class hours/after class hours/in collaboration with the technology teacher?

17) What technical skills will you need to engage your students this project? (Searching the www, sending e-mails, using graphs, making presentations, inserting images into documents, using a digital camera)

18) What are the possible outcomes of this project? (Articles, pamphlets, artwork, newsletters, posters, campaigns, media, letters, presentations, CD-ROM, websites).

19) Will this outcome incur any additional costs to the school?

20) What are the difficulties and problems that you might be facing when working with your students?

21) Evaluation of participation of the project: How will you grade participation? Do you want your students' parents to be involved? How should you assess student participation?

## Project Action Plan

Select a project that correlates with your curriculum standards and objectives and that you will apply for immediate participation in the BRIDGE project. You are welcome to use this form or the project plan template to create a project plan of action!

1. Name of the Project:
2. Interactive Forum:
3. Project Web site:
4. Project Coordinator:
5. Project Dates:
6. Teachers:

In this project students will:

- a. Content Learning:
  - ii) In this project students will acquire the following base knowledge and learn the following terms, principles and facts:
  - ii) This project addresses the following curriculum-area (s):
- b. Process learning: this project will foster students learning process

i) Aesthetic:

iii) Social:

iiii) Physical:

iv) Cognitive:

v) Language:

vi) Affective:

1) List the activities that your students will complete during the course of this project:

2) This project meets the following standards in my curriculum:

3) Resources for the project:

4) Project time frame

5) Classroom Management/Procedures:

- Classroom management for short-term participation:
- Classroom management for long-term participation:

6) Classroom Techniques:

7) Submissions to the forums:

8) Project outcome(s):

9) Anticipated difficulties:

10) Students will be assessed according to the following:

### Time Line for a short-term project

Activity	Deadline
Preparing your class for Online Collaboration	
Registering/introducing yourself and your students to the project coordinator and to the project forum	
Orienting Students to the project	
Facilitating student/groups of students for participating in the project activity:	
Researching (select a piece of writing from the forum)	
Discussing and analyzing	
Reading and responding to the project postings from other countries (writing process)	
Posting response	
Writing class contribution to the project (writing process)	
Compiling the written work	
Word processing and proofreading reports/written work	
Submitting work to the forums	

**Sample Project Integration Plan**  
**Virtues Project Plan by Mary Ann Gromley**  
**Notre Dame Academy, Worcester, Massachusetts (USA)**

**Topic:** Virtues and My Life.

**The leading question:** I am in the process of growing and becoming. What kind of person do I want to become?

**Description:** Students in their Morality class have studied and discussed virtues with their teacher, Barbara Collins, SND. In this project, they will communicate what they have learned about virtues and values in life. They will share what they personally believe about virtues and values in life with other students around the world. They will also articulate the virtues that they want to model in their own lives.

**Participants:** One class of sophomores (Students in grade 10)

**The overall goals of this project are to:**

- Help the students grow in self-knowledge.
- Help the students learn about the values, which are held by people around the world.
- Foster understanding and appreciation of the values of other cultures.
- Provide opportunities for the students to communicate with students from other countries who are involved in the Virtues project.

**Objectives:**

**In this project, students will:**

- Communicate what they have learned about virtues and values in life.
- Ask themselves: „What kind of person do I want to become?
- Identify and articulate the values that, if they incorporate into their lives, will help them to be the type of person that they want to be.
- Share what they personally believe about virtues and values in life with other students around the world.
- Produce a booklet that contains the activities that they have completed in this project.

**Timeline:** Students will work on this project from April 28 to May 23, 2003

**Procedures:**

- Introduce the project to the students and invite them to participate in it.
- Share with the students the objectives, desired outcomes, and timeline for the project.
- Provide students with copies of what has been posted to date on the Virtues project interactive forum.
- Respond to their questions and concerns.
- Ask for their input.
- Support and encourage them in their endeavors.
- Provide students with the requirements of the project.
- Work with students as they complete their booklet and post their replies on the interactive forum.

**Project Plan and Activities:**

1. Review what you have learned about virtues and values in life.

2. Think about what values are most valued and promoted in our culture (for example, What kind of people do television shows, music, movies, magazines, advertisements, books, plays, our peers, etc. „say we should be?) Use one of the following formats to show what these values are: (Use 8x11 inch size paper) : Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram.
3. Using one of the following formats, show at least three of the most important virtues/values your parents have taught you. (Use 8x11 inch size paper): Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram
4. Think about virtues and values are held as important by your religion? Use one of the following formats to illustrate these. (Use 8 x 11 inch paper): Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram
5. Ask your parents, friends (at least 4), and teachers (at least 2) to tell you what they think are the virtues by which you live.
  - a. Ask them to fill out the questionnaire and return it to you.
  - b. You will also complete a gift sheet in class.
  - c. Look over the questionnaire and gift sheet.
  - d. Write down your thoughts in a journal type entry (e.g. What did people say about you? What did you learn about yourself? How do you feel about what you read? How can this help you to become the person you want to be? etc.).
6. Complete one of the following:
  - a. Make a list of the things you would want people to remember about you when they think or talk about you.
  - b. Write your own epitaph.
  - c. Design your own tombstone.
  - d. Write your own eulogy.
7. Read what students have posted on the interactive forum the Virtues site.
8. Respond to at least 3 students, share what you think, ask questions, etc.
9. Articulate the virtues that people of your age who participated in this Virtues project consider to be most important. Again, use one of the following to do this: (Use 8x11 inch paper): Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram
10. Think of what kind of person you would like to become.
11. Articulate the kind of person you would like to become by means of one of the following: (Use 8x11 inch paper) : Poem, essay, drawing, cartoon, story, poster, pictures with captions, chart, diagram
12. Discuss your ideas about participating in this project:
  - Did you like participating in it? Why?/Why not?
  - Would you recommend doing such a project again?
  - What would you do differently?
  - What was your favorite part of the project?
  - What was your least favorite part of the project?
  - Do you have any suggestions or advice about doing such a project?

**Questionnaire:**

Dear \_\_\_\_\_

This questionnaire is part of a project that I am doing. The questionnaire asks what people think about me.

You do not have to participate (it,s voluntary) or put your name on it.

I would appreciate your feedback.

Thanks for your help.

---

(Sign your name here)

Please circle one: I am your friend classmate/ teacher / parent

1. When you think of me, what three words come to your mind?
2. What are three things you like about me?
3. If you could change anything about me, what would you change?
4. What do you think are three things that are important to me?
5. What three virtues/values do you think I live by?
6. What are my three best qualities?
7. What are three strengths that I have?
8. What kind of person do you think I am?

#### **Gift sheet exercise:**

Everyone has gifts that they give to those with whom they live and interact.

In this exercise, each student in the class is given a blank piece of paper and colored marker.

1. Each student is asked to write/print his or her name in the center of the paper.
2. These papers are exchanged with every student in the class.
3. When a student receives a paper with another student's name on it, he or she will write a note to the student telling them what gift they have brought to them/the class.
4. When every student has written their messages on the papers, they are returned to the student whose name is on the paper.

IMPORTANT NOTE: I am giving the students choices (poem, essay, etc.) because I want them to feel free to be creative and to use their own learning style to present the information.

#### **Virtues Project Checklist**

**Please use this checklist to insure that you have completed all aspects of the project.**

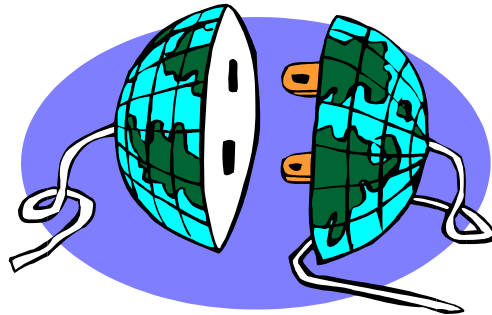
**(Put a check mark next to each section AS you complete it.)**

- 1. Review of what you have learned about virtues and values in life.
- 2. Show what values are promoted in our culture.
- 3. Show at least three of the most important virtues/values your parents have taught you.
- 4. What virtues and values are held as important by your religion?
- 5. Ask your parents, friends, and teachers to tell you what they think about the virtues by which you live.
  - a. questionnaires distributed and returned.
  - b. „gift sheet completed in class
  - c. looked over questionnaire and gift sheet
  - d. journal entry
- 6. Complete one of the following:
  - a. List of things
  - b. epitaph
  - c. tombstone
  - d. eulogy

- \_\_\_\_ 7. Read what has been posted on the interactive forum Virtues site.  
(Read the hand outs and view the site links and responses.)
- \_\_\_\_ 8. Respond to at least 3 students on the site.
- \_\_\_\_ 9. Articulate the virtues that people in the Virtues project consider to be most important.
- \_\_\_\_ 10. Think of what kind of person you would like to become.
- \_\_\_\_ 11. Articulate the kind of person you would like to become.
- \_\_\_\_ 12. Discuss your ideas about participating in this project.

PLACE ALL MATERIALS IN A BOOKLET.  
PROJECT IS DUE ON MAY 23

For more examples of Integration Plans, click  
[http://www.learnpk.org/Online%20PD/CW\\_lessonplans.htm](http://www.learnpk.org/Online%20PD/CW_lessonplans.htm)



## *Featured iEARN Projects for Pakistan*

Following are introductions to some projects popular in Pakistani schools and proven to enhance the English and Social Studies and Science curriculum. These are suggested projects to begin with, however all teachers are free to choose iEARN projects listed in the project description book or at the website .

### 1-Water

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Management of water resources</li> <li>•International and local rights and laws</li> <li>•Availability and Safety</li> <li>•Quality and testing</li> <li>•Consumption</li> <li>•Marine life and ecosystems</li> <li>•Fishing &amp; related industry</li> <li>•Wetlands</li> <li>•Glaciers</li> <li>•Water sports!</li> </ul>	<ul style="list-style-type: none"> <li>•Research, in-depth studies</li> <li>•Organize field trips</li> <li>•Conduct tests and quality control</li> <li>•Cross-compare &amp; analyze</li> <li>•Interview community</li> <li>•Write essays and reports</li> <li>•Produce artwork</li> <li>•Propose solutions</li> <li>•Take action</li> </ul>

### 2-Dream School

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Students can find out about: their school, teachers, peers, rights, rules, regulations, community</li> <li>•Exchange their dreams and aspirations</li> <li>•Discuss possible changes</li> </ul>	<ul style="list-style-type: none"> <li>•Describe school and/or schooling system</li> <li>•Survey school community</li> <li>•Research, comparison and analysis of different schools/school systems</li> <li>•Write essays and reports</li> <li>•Produce artwork and websites</li> <li>•Propose changes</li> <li>•Debate</li> </ul>

### 3-Animals

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Students can research animals, their habitats- needs, families, endangered species and eco-systems</li> <li>•Express their thoughts and feelings towards animals and men’s practices towards them</li> <li>•Discuss possible action to preserve animal life in their country</li> </ul>	<ul style="list-style-type: none"> <li>•Discover local and or endangered animals</li> <li>•Visit reserves</li> <li>•Survey hunters</li> <li>•Research laws that protect animals</li> <li>•Write essays</li> <li>•Produce artwork, websites, leaflets</li> <li>•Raise awareness to protect animal life</li> </ul>

### 4-Virtues

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Students can reflect on their experience and inspirations</li> <li>•Find out and share culturally relevant proverbs, colloquial sayings and adages</li> <li>•Exchange points of view with their peers</li> </ul>	<ul style="list-style-type: none"> <li>•Interview their community</li> <li>•Reflect on relevant proverbs, sayings and adages in their culture</li> <li>•Write essays, stories and poems</li> <li>•Produce artwork</li> <li>•Compile and produce publications and/or sites</li> </ul>

### 5- The Laws of Life

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Discover and appreciate value system and ideals of their own culture and that of others.</li> <li>•Discuss environmental factors that nurture such value systems</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Read peers laws of life</li> <li>•Discuss and reflect on their own laws of life</li> <li>•Write essays</li> <li>•Give constructive feedback</li> </ul>

### 6-Reforming Customs and Traditions

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Explore their customs and traditions</li> <li>•Reflect, analyze and evaluate them in their daily life</li> <li>•Learn first hand about the traditions and customs of others</li> </ul>	<ul style="list-style-type: none"> <li>•Research and share local customs and traditions</li> <li>•Interview community</li> <li>•Discuss and reflect</li> <li>•Evaluate them in today’s life</li> <li>•Write critical essays</li> <li>•Read peers contributions</li> <li>•Produce artwork</li> </ul>

## 7-Fight Against Drugs

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Find out about the evils of drugs</li> <li>•Conduct surveys</li> <li>•Analyze and compile</li> <li>•Compare and contrast</li> <li>•Express their views about drugs</li> <li>•Visit to rehabilitation centers</li> <li>•Raise awareness and campaign against drugs</li> <li>men's practices towards them</li> <li>•Discuss possible action to preserve animal life in their country</li> </ul>	<ul style="list-style-type: none"> <li>•Research and survey peers and community</li> <li>•Reflect on underlying causes</li> <li>•Write reports and critical writing essays, poetry, prose</li> <li>•Produce artwork, collage</li> <li>•Anti-drug campaigns: posters, leaflets, media coverage</li> <li>•Create website</li> </ul>

## 8. A Vision

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Express their visions of the world, their fears, concerns, interests and hopes</li> <li>•Discuss and discover the vision of others.</li> <li>•Appreciate diversity</li> </ul>	<ul style="list-style-type: none"> <li>•Writing essays, poetry, prose</li> <li>•Create artwork and collage</li> <li>•Give constructive feedback to the visions of others</li> </ul>

## 9. Lewin

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Write stories, poems, prose about any topic</li> <li>•Contributions can be in any format.</li> <li>•Participate in a video- conference with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>•Brainstorm and discuss</li> <li>•Read and write</li> <li>•Give constructive feedback</li> <li>•</li> </ul>

## 10. Youth CAN

What can you focus on?	Possible Activities
<ul style="list-style-type: none"> <li>•Discuss regional, local and global environmental issues</li> <li>•Appreciate nature through commonly planned activities</li> <li>•Acquire leadership and management skills</li> <li>•Learn effective presentation techniques</li> <li>•Participate in a video- conference with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>•Research and studies</li> <li>•Write essay and reports</li> <li>•Conduct tests and analysis</li> <li>•Cross-compare results</li> <li>•Conclude and compile work</li> <li>•Create presentations, workshops, websites</li> <li>•Plan and participate in YouthCaN conference</li> </ul>

## 11. Media Mosaic Project

What can you focus on?	Possible Activities
That students grow in self-knowledge, recognizing the limits of single	<ul style="list-style-type: none"> <li>• Discussion and written classroom activities which apply the 5 Key Concepts and Questions of Media Literacy (linked to site)</li> </ul>

<p>perspectives</p> <p>That students appreciate the values and concerns of others around the world</p> <p>That students learn to discern and authenticate the validity of information sources</p> <p>That students learn to recognize the influences of political and commercial interests in global news media</p> <p>That students to learn to discern the techniques of persuasion and bias in media from rhetoric to visual manipulations</p> <p>That students recognize media which is inflammatory and dangerous to world peace and prosperity</p> <p>That students understand the key role of accurate information in fostering human rights and citizen participation in government</p> <p>That students become active and skeptical news gathers</p>	<p>to everything from pop music and advertising to print,radio and television news.</p> <ul style="list-style-type: none"> <li>• Write about, analyze and compare local and international news</li> <li>• Reading a variety of reliable news sources on-line in order to get more than single perspectives</li> <li>• Write essays and share them on the Media Mosaic forum which express their concerns about national stereotyping</li> <li>• Write compare and contrast mini-essays with students on-line about issues in the news and "whose news" is being heard around the world</li> <li>• Produce your ideal newspaper</li> <li>• Produce an international student newspaper with other students on-line</li> <li>• Exchange ideas about the ethical uses of media to promote world peace</li> </ul>
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# **iEARN In Your Community**

Below are some of the ways in which iEARN can be used in your community. You may also find other creative ways to become part of the iEARN network.

The premise of iEARN is that the Internet can be used as a tool to enhance education, not only in the cognitive aspect, but also in terms of helping to develop values, critical thinking and attitudes about participation in the community. By creating multicultural, on line communities, students can be empowered to be pro-active in their communities in issues of democracy, class, gender, human rights, ethnic differences and environmental preservation. By creating the habit of getting involved in issues that are relevant to them, kids and teenagers will hopefully be better equipped for future citizenship participation.



On line communities share many characteristics of physical communities, even if their members are geographically dispersed. The members in these communities have a common interest and make up for the physical absence by creating distinct patterns of communication via e-mail. Instead of bodies and proximity, communities on line invent visible language that will do the things needed to build community.



iEARN projects allow students to reflect and dialogue on their local and global communities. Students are often inspired by these projects to take action: cleaning up a local pond, sending blankets to hurricane victims, or letters of solidarity to victims of violence. The iEARN global network of schools makes it possible for students to look outside, as well as inside their community, for solutions.

The following are examples of iEARN projects that can serve the purpose of promoting community action.

**The Bullying Project**

<http://www.earn.org/projects/bullying.html>

-In the spring of 1999, one week after two students went on a deadly rampage at a high school in Colorado, a similar attack struck Taber, Alberta Canada. A 14-year-old boy opened fire inside W.R. Myers High School. One student was killed, another was wounded. Within hours after the shooting, stories began to emerge of the relentless bullying the accused had previously endured. (More details from the Calgary Herald). [www.bullying.org](http://www.bullying.org) is our attempt to help young people help each other.

**Comfort Quilt-**

[www.psd267.wednet.edu/~kfranz/home.htm](http://www.psd267.wednet.edu/~kfranz/home.htm)

-As part of the 1999 iEARN Global Art project "A Sense of Caring". The theme focuses on communicating how we care about one another in our school, families, community and world and how we can care more for one another. By the end of April, artwork and writing was exchanged with schools in Russia, Australia, Ecuador, Nicaragua, and the United States (Oregon and Washington). The children use email to respond to the artwork and writing sent by other schools. A caring connected with last year's Global Art Theme was in response to the hurricanes that hit Puerto Rico and Nicaragua. The class had been in email with children in Puerto Rico about the hurricane recovery. The class made comfort quilts and sent them to Puerto Rico to comfort children in shelters. One of the quilts went on display

50 in the Children's Museum in San Juan with

photographs and writing by the children in our class. Several of the children helped construct this website as their first introduction to creating websites. Following September 11, 2001, iEARN classrooms worldwide joined the project to send quilts to schools in NYC, DC and to Afghan refugee camps in Pakistan.

**Humanitarian Project -**

[www.earn.org/projects/fp.html](http://www.earn.org/projects/fp.html)

- Each year, as part of the First Peoples Project, a Humanitarian Project is launched. The project began in 1996-97, when participating iEARN teachers in Australia sent a video of the children behind the Indigenous Arts Project. Students in Zuni, New Mexico were shocked to see the impoverished conditions under which Karen children-members of a minority group from Myanmar-live in Thailand. Students at A:shiwi Elementary School in Zuni, New Mexico (USA), Choctaw Tribal Schools in Mississippi (USA), and Koorie students at Bairnsdale Secondary College in Bairnsdale, Victoria, (Australia) worked jointly to raise almost \$3,000 (US). Many individual iEARN members also contributed to the 1997 fund raising effort. With the money raised last year, the Karen village received a generator for their school, wall siding for their dormitory, blankets for all the children, school supplies, kitchen supplies, and other necessities. Siriluck Hiri-O-tappa, an iEARN teacher at the Bangkok International School, coordinated the purchase and delivery of materials in Thailand. Click [here](#) to read a Converge Magazine article about the project.

### ***Waterways: Local to Global Water Habitats and Resources.***

[www.iearn.org/projects/waterways.html](http://www.iearn.org/projects/waterways.html)

This project is designed to provide opportunities for students to learn from, encourage and inspire one another to be actively engaged in restoring and preserving water habitats and resources through scientific knowledge and collaborative action, and to integrate literacy and communication with environmental science learning and action.

### ***Disaster Relief***

iEARN's ability to quickly reach thousands of people in its international community make it an effective tool to mobilize support for local emergencies. Two examples of this were: the Flood in Sabah, Malaysia and

Poland-Czech Republic Flood Relief, and Hurricane Relief in Honduras and Puerto Rico.

### ***“Schools De-mining Schools”***

- a project launched by the UN CyberSchoolBus & iEARN which harnesses the power of the internet to bring together learning and action in the real world. Students not only learn, discuss and publish, but actually and concretely contribute to solving one of the most horrifying problems of our times: the scourge of landmines. Participating schools help to rid another school of mines and contribute to the care of mine victim-survivors by launching a Mine Awareness campaign and raising funds.



# Assessment

### **Assessment of Student Learning**

*iEARN is building a library of assessment tools for measuring the learning that takes place through collaborative online project work.*

#### **Solar Cooker Project.**

A Table of Specifications For Solar Cooking Unit, 4th 5th Grade Cognitive Taxonomy, Compiled by Rowena Gerber at Miami Country Day School. For more information about the Solar Cooker Project, see <http://www.earn.org/projects/solarcookers.html>

#### **Water Habitat Project.**

The project is evaluated by Kristi Rennebohm Franz at Sunnyside Elementary School using the **Teaching for Understanding Framework**. As an organization, Kristi and iEARN have worked with Harvard University to evaluate the iEARN model of project collaboration in the context of the “Teaching for Understanding (TFU) Framework” (*Teaching for Understanding: Linking Research with Practice*, edited by Martha Stone Wiske, (Jossey-Bass, 1998), which helps educators to: “formulate generative curriculum topics, define specific educational goals, design performances to help students develop and demonstrate understanding, and integrate ongoing assessment of student performances to monitor and promote learning.” This Framework allows iEARN to continuously measure its impact and effectiveness across a range of different school settings, such that ownership of the network remains in the hands of its participating schools.

***Picture of Practice: The Water Habitat Project: Local to Global Environmental Education Sunnyside School, Pullman, Washington USA***

[http://learnweb.harvard.edu/ent/gallery/pop3/pop3\\_1.cfm](http://learnweb.harvard.edu/ent/gallery/pop3/pop3_1.cfm)

The “Water Habitat Project: Local to Global Environmental Education” is an ongoing curricular unit in which the primary children in Kristi Rennebohm Franz’s class at Sunnyside Elementary School in Pullman, Washington do a longitudinal study of a local pond water habitat. The unit’s integrated lessons are designed to meet state and National Standards in Environmental Science, Math, Literacy, Geography, Arts, Education Technology, Behavior Studies, and Civics/Government. The Water Habitat unit has been in development since 1993 when her classes first began doing observations at a nearby city park pond and used telecommunications in partnership with an iEARN project to collaborate with peers around the world on understandings and issues of water habitats.

### **Assessment of iEARN's Impact**

EVALUATION REPORT ON iEARN IMPACT PUBLISHED. Brent Copen has published an evaluation, under the aegis of Columbia University, of iEARN's impact on the students and teachers who attended the 9th International Conference in Moscow 2003.

Many important findings are included in the Evaluation. Here are a few highlights: "97 percent felt that iEARN helped students enjoy learning and school either somewhat or very much. One teacher from Uganda said, 'In my school, iEARN helped increase student attendance by more than 50 percent.'" "Eighty-eight percent felt that their students showed improvement in their academic skills and performance..." "75% said that iEARN helped their students appreciate other cultures very much." "iEARN increases both teacher and student interest in exchange programs." "iEARN improves teachers' attitudes toward cooperative learning projects and strengthens their morale as teachers." For a copy of the full report, a PDF version is available on the WWW: <http://www.earn.org/surveyreport.pdf> (4.7mb).



# Glossary

**Attachment:** A document or graphic that is connected to a piece of e-mail. By sending a graphic or piece of text as an attachment rather than in the body of the e-mail, its original formatting can be preserved. Any file linked to an email message is an attachment. Many mail packages use MIME encoding to attach files. At present, it is not possible to send attachments through the iEARN newsgroups. If you would like to send an attachment to your iEARN project group, you will need to do so through direct e-mail.

**BCC:** Short for blind carbon copy, a copy of an e-mail message sent a recipient without the recipient's address appearing in the message. Most e-mail clients include two fields labeled cc and bcc. When you enter addresses in the bcc field, addresses do not appear in the message. This is useful if you want to copy a message to many people without each of them seeing who the other recipients are.

**Bookmarks:** A tool that allows you to mark your favorite Web pages so that you can quickly return to them later. You may want to bookmark the iEARN homepage for easy access <http://www.iearn.org>

**Bounce:** When you send e-mail that comes back marked undeliverable. This could happen for any number of reasons-the address may have changed, a server may be down, etc. If you are mailing to an iEARN participant and this happens, please notify [iearn@us.iearn.org](mailto:iearn@us.iearn.org).

**Browser:** a browser is your interface to the World Wide Web; it interprets hypertext links and lets you view sites and navigate from one Internet node to another. Among the companies that produce browsers are NCSA Mosaic, Netscape, and Microsoft, as well as commercial services like CompuServe, Prodigy, and America Online.

**Bulletin Board System (BBS):** A computer to which multiple users can send messages for the purpose of conversing or exchanging files and information. Special interest groups and professional organizations often set up BBSs.

**CC:** carbon copy.

**Domain:** A set of nodes on the Internet whose names share the same last two or three parts. For example, "iearn.org" is the domain name for the network of iEARN. Domain names that end with "edu" are for education organizations; "com" for commercial entities; "net" for networks; and "gov" for government, "org" for organization, "com" for commercial.

**Downloading:** The transfer of files from one computer to another. In terms of the Internet, this refers to the transferring of files from the Internet onto the user's computer.

**E-mail:** An Internet application through which users can exchange messages with individuals or groups of individuals who are also connected to the Internet.

**Home Page:** The starting point for a World Wide Web site. A home page contains introductory text and graphics on a particular topic, as well as pointers that connect elsewhere. Your school may have set its own site as the your web browser's "homepage." If not, you might want to set iEARN's <http://www.earn.org>.

**http:** hypertext transfer protocol. The format in which documents accessible on WWW are created. This permits placing and viewing of graphics and hypertext links in the document itself.

**IMAP:** Internet Message Access Protocol. IMAP provides a means of managing email messages on a remote server, similar to the POP protocol. But IMAP offers more options than POP, including the ability to download only message headers, create multiuser mailboxes, and build server-based storage folders.

**Internet:** A collection of all the connected networks worldwide.

**Internet Relay Chat (IRC):** IRC is a way of hooking up with other Net users to exchange written comments—live and in real time. To do this, you need an IRC client and an IRC server. Once connected to the server, you join a channel, or discussion group, which can include people from all over the world.

**Internet Service Provider (ISP)** -A business that provides Internet access to customers.

**IP-**Internet Protocol. See TCP/IP

**IP (Internet Protocol) address-** A number assigned to each computer on the Internet. Most of the times, you work with domain names, such as [www.earn.org](http://www.earn.org). Whenever you enter a domain name, it is matched to the site's IP number (for example 134.236.123.6) and calls that site. When you connect with others through video-conferencing, for example, you will need to know your own IP address as a sort of phone number at which you can be reached. Or, you can call another site on their IP address to reach another school. Contact [earn@us.earn.org](mailto:earn@us.earn.org) if you would like help in arranging to use the iEARN reflector site for CU SeeMe Conferencing with other iEARN schools.

**ISDN:** Integrated Services Digital Network. The plain old telephone system doesn't handle large quantities of data, and the phone companies realized this a long time ago. So the ISDN

spec was hammered out in 1984 to allow for wide-bandwidth digital transmission using the public switched telephone network. Under ISDN, a phone call can transfer 64 kilobits of digital data per second. But it's not always easy to adopt.

**ISP:** Internet service provider. Once upon a time, you could only connect to the Internet if you belonged to a major university or had a note from the Pentagon. Not anymore: ISPs have arrived to act as your (ideally) user-friendly front end to all that the Internet offers. Most ISPs have a network of servers (mail, news, Web, and the like), routers, and modems attached to a permanent, high-speed Internet “backbone” connection. Subscribers can then dial into the local network to gain Internet access—without having to maintain servers, file for domain names, or learn Unix.

**LAN:** local area network. A local area network is a short-distance network used to link a group of computers together within a building. 10BaseT Ethernet is the most commonly used form of LAN. A piece of hardware called a hub serves as the common wiring point, enabling data to be sent from one machine to another over the network. LANs are typically limited to distances of less than 500 meters and provide low-cost, high-bandwidth networking capabilities within a small geographical area.

**Listserv:** A software program for automating the maintenance and delivery of e-mail mailing lists. There are mailing lists for many different topics.

**Login/logon/Logoff-**The process of entering and leaving an electronic communications system; access generally requires a user identification code or password (often the user's name).

**Lurkers:** People who merely read discussions online without contributing to them. Oftentimes, new iEARN members will start by lurking on the online conferences in order to get a better sense of the various projects. This is a good way to start, but don't be afraid to jump in! If you would like to practice posting messages first, the iEARN Practice Conference [learn.practice](#) is a great place to begin!

**Mail Server:** A program that provides access to files via e-mail. In order to post messages to the iEARN project conferences, your mail server will need to be set under Preferences. If you do not know your mail server address, ask your computer systems administrator.

**Modem-**A modem is a device that translates computer information into sound and transmits those sounds over conventional telephone lines or that receives such sounds and translates them into computer data.

58 **Mouse-**A pointing device that connects to a computer. With a mouse, users can control

pointer movements on a computer screen by rolling the mouse over a flat surface and clicking a button on the device. The mouse is also commonly used to define and move blocks of text; open or close windows, documents or applications; and draw or paint graphics.

**News Server:** A program that provides access to files via newsgroups.

**Newsgroups:** Worldwide bulletin boards, organized more or less around topics or themes. There are approximately 70 iEARN newsgroups (conferences).

**Online:** Being actively connected to a network or computer system; usually being able interactively to exchange data, commands, and information.

**POP:** Post Office Protocol. The current champ in Internet email mailbox access standards, but its limitations—basically, you connect to a server and download all your messages, which are then deleted from the server—discourage flexibility. Of course, some clients let you leave all messages on the server, and/or refuse to download messages above a certain size. Still, as messages become longer—with multimedia (such as sound or video) objects and the likes—we'll want some flexibility in what we retrieve and when we retrieve it. That's where IMAP comes in.

**Post:** Just as a message or announcement can be “posted” to a cork bulletin board, electronic messages can be sent to online conferences, thus “posted” for all who have access to the conference to see. When iEARN members post a note to one of the various project conferences, their message can be read by all who see the conferences.

**PPP:** point-to-point protocol. PPP is the Internet standard for serial communications. Newer and better than its predecessor, SLIP, PPP defines how your modem connection exchanges data packets with other systems on the Internet.

**Scanner:** A device attached to a computer that makes a digital image of a hard-copy document, such as a photograph, scanned picture, graphic, map, and other data that are often used in desktop publishing.

**Server:** The business end of a client/server setup, a server is usually a computer that provides the information, files, Web pages, and other services to the client that logs on to it. (The word server is also used to describe the software and operating system designed to run server hardware.) The client/server setup is analogous to a restaurant with waiters and customers. Some Internet servers take this analogy to extremes and become inattentive, or even refuse to serve you.

**Signature Files:** Most mail programs allow you to create a signature. A signature is what your e-mail program will place at the bottom of each e-mail message. It can contain your name and any other relevant details. It saves typing the same things repeatedly for each e- 59

mail message.

**SLIP:** Serial Line Internet Protocol. This is a way to connect directly to the Internet so that programs you download come to your local hard drive and not to your information service provider's. If you have a SLIP account, your computer is actually on the Internet; it's not just a terminal. If you're SLIP (or direct or PPP) connected, others can telnet to your computer too. A control panel called MacSLIP or InterSLIP is used to connect to the Internet if you have a dial-in connection.

**SMTP:** simple mail transfer protocol. When you're exchanging electronic mail on the Internet, SMTP is what keeps the process orderly. It's a protocol that regulates what goes on between the mail servers.

**“Snail mail”**-This term is used by supercilious fans of email to describe the regular paper-based mail service. Since the delay between sending email and receiving it can be as little as a few seconds, regular mail seems a lot slower by comparison. A number of different iEARN projects use snail mail as a way of enhancing their online exchange, sending artwork, photographs, cultural artifacts, etc.

**TCP/IP:** The preferred method of data transfer over the Internet. With TCP/IP, the sending computer stuffs data into packets and sends it. The receiving computer unstuffs the packets and assembles them into meaningful and useful form.

**Thread:** Used to describe the way in which topics are organized in the iEARN newsgroups. When students respond to existing topics on the various iEARN newsgroups, their responses can be “threaded” beneath the original posting by using the same Subject Heading. For “Subject: Bullies in Schools”, a Response would be posted as “Subject: Re: Bullies in Schools” so that it is grouped with the original. This makes sorting and navigating messages much easier.

**URL:** Uniform Resource Locator. Basically, the address of any Gopher, FTP, telnet, or WWW site.

**Videoconferencing:** Takes place when two or more people communicate using video and some combination of audio, text, or graphics. The address of iEARN's 24 hour videoconferencing reflector site is . If you would like to use this resource, simply e-mail [iearn@us.iearn.org](mailto:iearn@us.iearn.org) so that we can organize to have the site available for your group. The software that many iEARN members use for videoconferencing is CU-SeeMe (White Pine). You can use CU-SeeMe on the Internet or any TCP/IP network for real-time person-to-person or group conferencing, broadcasts, and chats.

**Web Crossing:** Web Crossing is the name of iEARN's web-based discussion forum software. Web Crossing's features include discussion groups/bulletin boards, integrated newsgroups and mailing lists, chat, complete cross-platform compatibility, distributed/mirrored serving for ultimate scalability and more.

**World Wide Web:** Also known as WWW or the Web. A graphics-rich hypermedia system that enables you to move from site to site with the click of a mouse, collecting information at every step.

#### REFERENCES:

*CNET: The Computer Network*

<<http://www.cnet.com/Resources/Info/Glossary/?st.bl.gp.tb.glos>>.

Also available from CNET, "20 Questions: How the Net works":

<<http://www.cnet.com/Content/Features/Techno/Networks/index.html>>

*ZDNet Webopædia* Search a glossary of terms to find succinct definitions in a broad range of categories. You'll also find links to sites and definitions related to your inquiry.

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

*webTeacher*: an Internet Tutorial with basic and in-depth information about the World Wide Web: e-mail, video conferencing, chat rooms, Web page design, Internet safety, curriculum searches, etc. <http://www.webteacher.org/macnet/indextc.html>

*The Internet Manual for Teachers*, by Tony Carrucan, Tony Crewe, Erica Matthews, and Stephen Matthews.

*The Internet for Teachers* (Dummies Series)

*Netscape Communicator 4 : 6 in 1*, by Ed Guilford and Joe Kraynak.



# Appendices

## Workshop Toolkit

# Designing an iEARN Workshop

*There is no single formula for designing an iEARN workshop. Attention should always be paid to the particular needs and interests of each participating group in determining which content and skills should be covered in a workshop. Above is a toolkit of general skills and concepts which may serve as building blocks for an iEARN workshop.*

### ICEBREAKERS

#### Activity 1: TELEPHONE

**Objective:** To show how communication and miscommunication can really affect a message. Listening to what a person is saying can really make sure that a message won't get distorted or lost while in the process.

**Preparation:** None

**Resources:** None

**Activity:** The participants are separated into 2 lines, an A line and B line. The facilitator says a random statement to the first person in front of each line. Then soon they will pass the message down to the other people on their group. The rule is the message has to be transferred by whispering it to the person's ear without the other group hearing. It is very similar to how a real phone works—a message is communicated between people. It is the participants' job to report the message accurately to one another.

**Time:** 5 minutes

#### Activity 2: THE WEB

**Objective:** It is just a reflection period to find out what people thought of the session. Also the web demonstrates how everyone is connected through something like the internet.

**Preparation:** None

**Resources:** Ball of yarn or other type of string

**Activity:** There is a ball of yarn that is given to the group. The size of the ball depends on the size of the group. The participants are sitting in the form of a circle. One person starts off by receiving the ball of yarn and would say a couple of words about how the session was for them. When the person is done he holds tight to the piece of string and throws the ball to another person across from him. Continues the same process, the result after everyone has said something and holds a piece of the yarn. There should be a web formed by the string.

**Time:** 5 minutes

**Activity 3: SHARING TOSS**

**Objective:** To determine what the participants already know about telecommunications, and actually share that information.

**Preparation:** None

**Resources:** Ball or some other small object that can be thrown

**Activity:** The participants stand up to form a circle where a ball is being thrown from one person to another. Before anything happens we go around doing a name game. Name and a certain movement of their choice. Then, the facilitator throws out word that deals with “Telecommunications” to the participants. One participant has the ball and says one word they think of when they think of computers. Then with out delay pass it to someone else and the cycle continues until there is another word thrown out. The first time normally goes slow, so the next round you can throw another ball in or just tease the participants, by saying that “ the other day we did this activity with 2nd Graders and they did it in 35 seconds, lets see if you can beat that.”

**Time:** 5 minutes

**Activity 4: BIG WIND BLOWS**

**Objective:** It can be a fun activity with which to end the workshop. It is also a way to measure understanding of various topics with which the session has dealt.

**Preparation:** None

**Resources:** None

64 **Activity:** Everyone has a seat, except for one

person who stands in the middle. His/her job is to stand there and say an attribute, article, characteristic, etc. For example, “Everyone who is wearing shoes with laces,” or “Everyone who has a pet.” The people sitting listen carefully, and if they have the same attribute or article of clothing that is called out by the player in the middle, they must move to another seat across from them. They cannot move to the seat to the left or right of them, only across. As players move to new seats, the person in the middle must move to find an empty seat. Whoever is left standing without a seat becomes the player in the middle. As an added step, ask a question to the person that stands in the middle about a topic like Telecommunications. They have to answer it correctly before they can go on with the game.

**Time:** 5 minutes

**Activity 5: WHO ARE YOU?**

**Objective:** To let people know about each other in the group and hopefully see some commonality between the participants.

**Preparation:** None

**Resources:** Bag of candy, or roll of toilet paper...anything that can be counted and shared in pieces.

**Activity:** 1 or 2 roles of toilet paper given to the participants (this can also be done with candies, etc.) The facilitators simply tells participants that they have to take any amount of paper that they desire. When they are done and all have toilet paper in their hand, the exercise begins. Moving around

the circle, each participant tells the group about themselves using the number of sheets they took as the number of things they are to share about themselves. Example: Robert has 5 sheets of toilet paper, so he says 5 things about himself.

**Time:** 10 minutes

**Activity 6: WORLD LEADERS**

**Objective:** To demonstrate the power of collaboration.

**Preparation:** Prepare Slides.

**Resources:** Slides of World Leaders. You may wish to make your own, or use a set which has been used by I\*EARN Trainers in the past. Slide Projector, or Computer with Projector.

**Activity:** Give participants 2-3 minutes to try and identify as many of the world figures on the slide as possible. Stop. Ask people to raise their hands if they were able to identify one? two? three? all? Then, ask participants to find one or two partners, and take another 2 minutes quietly working together to try and identify the world figures on the slide. Stop. Now, again, ask groups to raise their hands if they were able to identify one? two? three? all? You should find that the number of raised hands increases when people are able to collaborate and share their collective knowledge. Reveal the names before the suspense grows too great!

Questions you might want to ask the group,

- What does this exercise say about the power of collaboration?

- What does this exercise say about our knowledge of national versus international figures?

**Time:** 5-7 minutes

**Activity 7: LET’S BUILD A WEB PAGE!**

**Objective:** To let participants introduce themselves using a web page metaphor.

**Preparation:** Have name tags ready to welcome participants.

**Resources:** Polaroid camera or cards for participants to draw themselves. Paper to draw a “web page”. Colour markers. Tape.

**Activity:** If camera is available have participants take pictures of themselves. Otherwise, participants draw themselves in blank cards. Then, in pairs, they build a poster using the concept of a web page. They stick their pictures and write about themselves.

Questions they might answer as part of their poster “web page” :

- What are your ideals in teaching?
- What would you like your students to accomplish?

After the participants learn about iEARN, you might want to go over these questions again and discuss whether iEARN could help them reach ideals or help their students accomplish what they want.

**Time:** 30 minutes



## OVERVIEW OF iEARN

### Activity 1: iEARN Videos

**Skills and Concepts:** Gaining an understanding of the vision and purpose of iEARN

**Preparation:** None

**Resources:** iEARN Videos (8 and 12 minute videos can be ordered at <http://www.earn.org/publications.html>), TV, VCR

**Activity:** Questions to consider:

1. What's something you are concerned about in the environment? 2. What's something you are concerned about as it relates to human suffering? etc. 3. What can you do about it? 4. Now that you know about iEARN how might you use iEARN to do something about it?

**Time:** 20 minutes

### Activity 2: iEARN CD ROM

**Skills and concepts:** Understanding the philosophy of iEARN.

**Preparation:** None

**Resources:** One iEARN training CD ROM per machine. CD's can be ordered at <http://www.earn.org/publications.html>

**Steps:**

1) Insert the iEARN CD ROM in the drive.  
2) Follow the instructions from the CD cover to load the main page. (splash.html)  
3) Go to the "Welcome" page of the CD and find the following information about iEARN: (You can either read the printed information or watch the QuickTime movie by clicking on the left movie icon for

the same information) a. The overall objective of iEARN. b. What you need to be able to work with iEARN c. How you and your students can benefit from iEARN.

4) Discuss the findings with your group.

**Time:** 20 minutes

### Activity 3: Some facts about iEARN

**Skills and concepts:** Learning some figures about iEARN

**Preparation:** Bookmark the iEARN Handbook.

**Resources:** One iEARN CD ROM per machine. Computers with Internet connectivity. If there's no Internet connectivity for all machines, the facilitator can print copies of the handbook beforehand.

**Steps:** For this activity we will use two different resources for two groups: the iEARN Handbook and the CD ROM.

GROUP 1:

1) Go to the Main page of the CD ROM and click on the "Getting Started" icon.

2) Then click on the "iEARN" icon. Find out: How many schools in how many countries are members of iEARN? Who are partner organizations of iEARN?

GROUP 2:

1) Go to the "Handbook" bookmark.

2) Click on the "Basic Facts and Figures" link in Section

3) Find out the same information as above.  
Whole Group Discussion: Both groups discuss and compare their findings.

## SENDING AND RECEIVING EMAIL

### Activity: Reading and Responding to Welcome Messages

**Skills and Concepts:** Sending and Receiving to E-mail

**Preparation:** A week before the workshop, post a message to [iearn.teachers](mailto:iearn.teachers) asking for iEARN participants to send greetings to the group of teachers you will be introducing to iEARN. You may also wish to write to individual iEARN teachers to ask them to send greetings.

**Resources:** Welcome Messages. It is helpful to print these out beforehand and distribute them to different participants to read, access to [iearn.teachers](mailto:iearn.teachers), word processing program.

**Activity:** Participants receive welcome e-mail from iEARN members around the world, and have the opportunity to respond. Distribute printed copies of e-mail messages that have been sent to the group. Ask volunteers to read their messages out loud and then locate the senders on a map so that they get a feeling of the scope of the iEARN community. In some cases, more than one participants will have the same greeting message. Assign participants the task of sending their first e-mail message as a response to the message they received. This is a good time to talk about our suggested “Pedagogy of Writing E-mail Messages” in a classroom. Using an overhead, walk through the important steps of the writing process behind published e-mail messages. “Pedagogy of Writing E-mail Messages” Computer e-mail is a tool that teachers and students use to share information with each other. The writing process is most successful when they write from the deep knowledge of their own rich cultural, community, and school learning experiences. The writing process includes:

1) Conversations taking place among the whole class, in small groups, or in individual teacher or student peer conferences about the experiences they wish to share on-line. Discussing a topic before putting it in print facilitates clarification of ideas and the building of rich descriptive words in a collaborative social dialogue before actual writing takes place.

2) The first draft of the e-mail message focuses on content ideas and then on organization of ideas, on sentence syntax, and on spelling. It can be typed on the computer using a word processing program.

3) The initial draft will then be shared with someone else through writing conferences with student peers and/or teachers. The author or another person can read the draft aloud with the purpose of “hearing” how the text reads. The conferencing process is an important time for clarifying meanings and talking together about the ways words could make the text more descriptive. When sending e-mail online, it is important to understand that you are sending language across diverse cultural contexts and without the prior opportunity to know one another face-to-face. Watch for vocabulary indigenous to a culture or context.

4) The writer does the final editing. After conferencing, the writer then does a final editing of the e-mail message with careful attention to clear sentence structure, spelling, and punctuation. The spelling feature of a word processing program is an important tool for final editing.

*-From "It Takes Many Village to Build a World: Honoring People and Learning"*

This is also a good time to discuss the issue of avoiding "ethnocentrism" when writing in a global context. How much of what is described in the transmissions needs explanation or description for an audience from a different culture. Have proper names been explained? Foods described? Slang or colloquial terminology elucidated? This makes for interesting class discussion prior to transmission.

Move to the computers to draft individual e-mail responses to the messages. If participants do not have individual e-mail accounts yet, they may be able to use a school account, or they may want to consider setting up a free web e-mail account through a service such as hotmail, excite, etc. It is important however, if they do set up such an account, that they have access to the WWW to send and retrieve their messages in the future.

**Time:** 30 minutes

## NAVIGATING THE iEARN WEBSITE

**Skills and Concepts:** Getting acquainted with iEARN resources on the web.

**Preparation:** Bookmarks on the iEARN website. Slips of paper with the names of the five sections mentioned below.

**Resources:** Computers with WWW access. If there is no connectivity, other options include having participants work off of web-wacked sites.

**Activity:** In pairs explore one section of the iEARN Web Site. Be ready to make a 10 minute presentation to the whole group.

- Resource Room - Teachers - Meeting - iEARN Globe - News

(Action Projects and Projects are deliberately not included because they are part of the section "Finding Projects").

### Steps

- 1) Participants pick one of the slips of paper. This will determine the section of the site they will explore.
- 2) Participants visit the section and make notes about what is described in each of them.
- 3) Participants come back together and report on their small group discussions.

**Question to consider:** What do you find interesting or exciting about iEARN?

68 **Time:** 45 minutes

## READING AND POSTING TO NEWSGROUPS

### Activity 1: World Map

**Skills and Concepts:** Reading, and Posting to Newsgroups

**Preparation:** None

**Resources:** World Map (preferably a Peterson's map or any other which is an equal area presentation) and Post-its.

**Activity:** Participants take turns writing and posting brief messages and responses to one another on the world map to get a sense of how an online threaded, public, global discussion works. This exercise provides a good time to talk about some of the various issues of working in a global community. time zones and school schedules, asynchronous discussion, language diversity, etc. This is also a good time to talk about the various classroom resources (such as a world map) that may be valuable to have on hand for students engaging in global collaborative projects.

**Time:** 5 minutes

### Activity 2: Project Newsgroup Exploration:

**Skills and Concepts:** Navigating the iEARN Project Newsgroups

**Preparation:** None

**Resources:** Access to the iEARN newsgroups.

**Activity:** In groups of two, participants explore one of the conferences below, along

with one listed on the WWW Page "What's Going on in the iEARN Conferences", then report back to the full group about what they have found. What is happening in the conference? Who is participating? Who is making a difference? What is one interesting thread of discussion taking place in the conference? What are some different examples of people making a difference.

**iearn.ideas-** a comprehensive listing of all the ongoing projects in the network, including project descriptions, outcomes, suggested activities, age levels, language groups, etc.

**iearn.teachers-** a place for teachers to meet, make connections, and exchange ideas about possible projects and partnerships in the network

**iearn.youth-** a place for students to meet, make connections, exchange ideas about possible projects and partnerships in the network, and find pen-pals.

**Time:** 25 minutes

### Activity 3: iEARN Practice Newsgroup: <iearn.practice>

**Skills and Concepts:** Configuring, Reading, and Posting to Newsgroups

**Preparation:** Configure computers to access iEARN newsgroups. See Handbook WWW Guide.

**Resources:** Computers with WWW access.

**Activity:** Posting messages to iearn.practice. Have participants write test

messages to post on <iearn.practice>. Depending on the speed of the connection, it may also be possible to see and respond to one another's messages. If not, Posting Responses can be practiced by responding to existing messages.

**Time:** 20 minutes

#### **Activity 4: Responding to Welcome messages**

**Preparation:** A week before the training the facilitator must post a message in the iearn.teachers conference asking for welcome messages. The iEARN newsgroups must be configured in the computers. (see Online Guides for Configuring iEARN newsgroups)

**Resources:** Computers with connectivity for sending e-mail.

**Activity:** Teachers will read the welcome messages addressed to them and respond.

Steps:

- 1) Direct participants to the right topic in the <iearn.teachers> conference.
- 2) Each participant responds to a different welcome message.
- 3) Participants send out messages.

**Time:** 30 minutes

#### **Activity 5: Posting Group Message to <iearn.teachers> under “Windows on the World.”**

**Skills and Concepts:** Posting to iearn.teachers, Generating a Group E-Mail Message

**Preparation:** None

**Resources:** Access to <iearn.teachers>

**Activity:** Go to <http://www.iearn.org> and click on “Teachers” and go to the Teachers Lounge—iearn.teachers conference and read introductions under “Windows on the World.” Post a whole-class message to iearn.teachers under “Windows on the World.” A group message can be created in a word-processing program (a facilitator can first help the group to brainstorm and list points to include in the message) and then be posted to the iEARN teacher's conference. “Generating a Whole-Class E-mail Message” This exercise is a good way to get a sense of how to collaboratively write a group e-mail message that effectively reaches out beyond their local context to other schools and communities around the world. This provides an opportunity to collectively talk about issues of language in cultural exchange. How much of what is described in the transmission needs an explanation or description for an audience from a different culture? Remember that slang or colloquial language needs to be used carefully.



*Directions for posting “Windows on the World” messages:* In iearn.teachers, you will find Windows on North America, Windows on Asia/Pacific, Windows on Europe, etc. We invite you to post an introduction under the topic corresponding to the region in which you live. You might include a short greeting, mentioning the city and state or region where your school is located. Tell your name and the name of the school and the age range of the students you teach. To give the readers a feeling for the place where you live and work, briefly tell about what you see when you look out the window of your school or organization. Feel free to be creative with this description. In other words, this does not have to be a literal description of what is seen from a particular window. In some cases, it might more interesting to describe a nearby scene that characterizes the environment. Let people know if you are new to iEARN. If you have been participating in iEARN, mention how long. Mention any special interests you and your students have.

**CAUTION:** If too many people go to the same conference at the same time during the training, it will be *\*very\** slow and will be boring

**Time:** 20 minutes

*Example:*

Subject: Red: WINDOWS on Eastern & Western Europe  
 Date: Wed, 02 Oct 1996 02:40:44 -0700  
 From: iearn1@igc.apc.org  
 Newsgroups: iearn.teachers

Hi from Ogre! Thanks for everybody, who sent us greetings! We are two teachers from Valmiera Pargaujas Gymnasium which has got it's birthday on 2nd November, it's the 25th birthday! Valmiera is a large town in the north of Latvia, on the banks of Gauja river. There are five high schools in Valmiera - two Gymnasiums and three ordinary schools, but only one of them is on the left bank of the river, and that is ours. Our school is a big school (800 students and 55 teachers) My name is Sandris Sietinsons. I teach computer science and physics. We have modern computer room and on-line access to Internet. Our students are computer fans and they spend much time exploring Internet. Therefore we are happy to take part in iEARN. My colleague Ina Glika teaches English in senior forms. She has many interesting ideas about English teaching through different experiments. We would much appreciate if you remember our town and our birthday.

--- Sandris & Ina

## FINDING PEOPLE AND PROJECTS

There are four places in the iEARN Web Page where you can explore projects and find one to work with your class:

- The “Action” icon. <http://www.earn.org/action.html>
- The “Projects” icon. <http://www.earn.org/projects.html>
- The “iEARN Project Database.” <http://www.earn.org/databases.html>
- The “iEARN Conferences/Newsgrups.” <http://www.earn.org/conferences.html>
- Projects can also be found in the annual Project Description Book

### Activity 1

**Skills and Concepts:** Using the Database to find people and projects

**Preparation:** Explore databases beforehand to create scavenger hunt.

**Resources:** Computers with WWW access.

**Activity:** Scavenger hunt. Participants are led through the various functions of the database by traveling through it on a search for various people and projects. This hunt can be tailored to the particular needs and interests of each training group. One example:

#### *People Database*

- 1) Go to the database from the “Teachers” icon on <http://www.earn.org>.
- 2) Type in e-mail/internet address
- 3) Type in password. (write to [earn@us.earn.org](mailto:earn@us.earn.org) if you do not know this password)
- 4) Give small groups the task of finding:
  - a secondary school teacher in Beijing
  - a primary school teacher who has

worked on a Global Art Project.

-all teachers living in their home state or region.

-in which country does an iEARN participant named Siriluck live?

#### *Project Database*

- 1) Go to the database for “Projects” on <http://www.earn.org>.
- 2) Type in e-mail/internet address
- 3) Type in password. (write to [earn@us.earn.org](mailto:earn@us.earn.org) if you do not know this password)
- 4) Give small groups the task of finding:
  - a primary school project that deals with environmental issues
  - a math project
  - a Spanish-language project
  - an arts project

**Time:** 30 minutes

**Activity 2:**

**Skills and Concepts:** Finding Projects

**Preparation:** None

**Resources:** iEARN Website

**Activity:** this activity has two parts: a “guided tour” of two projects that the facilitator will choose and further exploration of another project that’s of interest to each of the participants. Steps:

- 1) Whole group activity: First the facilitator will take participants through a project he or she is comfortable with.
- 2) In pairs or individually: Go to the “Action” or “Projects” section of the iEARN Page and pick one that is of your interest.
- 3) While you explore the project try to imagine how you would use it in the classroom.
- 4) Try to associate the project with learning

theories and pedagogical approaches.

5) Whole group discussion:

Describe the project you explored to the group and discuss the pedagogical implications of working with these projects.

**Time:** 1 hour

**Activity 3:**

**Skills and Concepts:** Finding Projects

**Preparation:** None

**Resources:** Project Description Book.

**Activity:** Participants read project description book and choose one project in which they would like to become involved. In pairs, discuss their choices and possibilities for how to incorporate such a project into what they are already doing in the classroom.

**Time:** 5 minutes

**USING iEARN PROJECTS ACROSS DIFFERENT CONTENT AREAS**

The way each teacher organizes his/her class will vary from place to place according to the characteristics, settings and resources in different countries. Here, we provide just a few ideas for facilitators to adapt to their own environments.

**Activity 1: Joining a Project**

**Skills and Concepts:** Implementing iEARN projects in the classroom.

**Preparation:** None

**Resources:** iEARN Project Template,

Project Description Book, Student Publications, Online Database, iEARN website and newsgroups.

**Activity:** As background to this activity,

show participants the WRITE! to Care framework by Kristi Rennenbom Franz and explore how a primary school teacher implements different projects in different content areas. This framework will not only take participants through the process of implementing curricular projects, but will also show them how the iEARN philosophy is present while students learn and act.

1) Participants group together based on discipline:

- Creative & Language Arts Projects
- Science
- Environment
- Math Projects
- Humanities & Social Studies Projects
- Foreign Language Teaching
- Arts
- Other

2) Participants work collaboratively to pick an existing project that will be relevant for the content area and curriculum.

3) Participants reflect on their school and classroom settings, that is: how many computers they have, when they are available, and how they can get students to receive and send messages to interact with another class outside their own school.

4) Participants design a plan imagining how they would organize their class to carry on this task. The plan may include:

- Goals
- Objectives
- Timeframe
- Classroom management/ procedures (individual student work, cooperative learning groups, whole group class work, etc.)
- Classroom techniques (brainstorming, dialogues, group presentations, role-playing, narration, problem solving, simulation, discussions, etc)
- Interaction between classes (how you will handle the e-mail exchanges, how often, who'll be in charge)
- Materials and resources they will need
- Evaluation

**Time:** 1 1/2 - 2 hours

## DESIGNING AND FACILITATING A NEW iEARN PROJECT

We encourage all iEARN teachers and students to participate in existing projects before initiating a project of their own. Once you feel comfortable initiating your own project, here are some guidelines for designing it and finding partners.

### Activity

**Skills and Concepts:** Designing and Proposing a New Project

**Preparation:** None

**Resources:** iEARN Project Template (See Appendix 4: Project Template and Hypothetical Project Idea or [learn.ideas](http://learn.ideas)), Project Description Book, Student Publications, Online Database, iEARN website.

### Activity:

As background to this activity, identify one project, perhaps The Contemporary or Inside View and use it to show participants the process of:

- Floating project idea in [learn.teachers](http://learn.teachers) to find partners—>
- Announcement of Project by sending completed Project Template to the Facilitators of [learn.ideas](http://learn.ideas). Once you have submitted a copy of the Online Template, the Facilitators of [learn.ideas](http://learn.ideas) will post your project to this newsgroup and will assign it to a project newsgroup in which discussion and project activity can take place.—>
- Discussions in [learn.tc](http://learn.tc) , [learn.inside](http://learn.inside)—>
- Publication/Project Exhibition. As part of their work in iEARN projects, students and teachers find many ways to share their online work with their local and global communities. These “exhibitions” take many directions, from Arts Exhibitions, to Workshops, to Letter-Writing Campaigns, to Student-written
- Magazines and Newspapers.

Samples of iEARN publications can be ordered at <http://www.earn.org/publications.html> and, in some cases, can be found online as well. The Holocaust/Genocide Project’s “An End to Intolerance,” and the poetry anthology “A Vision,” are both published online as well as in hard copy print form.

In this activity, participants will be walking through the process that normally happens online.

1) Participants group together based on discipline

- Creative & Language Arts Projects

- Science/Environment/Math Projects
- Humanities & Social Studies Projects
- Action Projects

and work collaboratively to design a sample project, keeping in mind ideas for how to involve teachers and students in other disciplines. In their designs, participants are encouraged to consider how their projects can most effectively impact such areas as literacy skills, critical thinking, creative problem solving in areas such as science and social studies, citizenship and global education, language acquisition, research skills, and cultural sensitivities.

During this hands-on activity, give participants access to multiple examples of student project products including:

*hard copy:* The Contemporary Global News Magazine, the Holocaust Genocide Project magazine, “An End to Intolerance,” Urban Inside View Magazine, Faces of War Magazine and Global Art Calender, A Vision/A Lewin Literary Anthologies, First Peoples Project’s “A Meeting Place Magazine” and “Global Art Calender.”

*online:* The Indigenous Global Art Project, Global Art Project: A Sense of Family, Folk Tales, The Tigers Project, Children’s Folk Games

Ask participants to complete a project template (See Appendix 4: Project Template and Hypothetical Project Idea) in which they will be asked to suggest sample classroom activities for the project, the project outcomes, and it’s contribution to the planet. Ask groups to present their project ideas on a large piece of poster paper. When groups finish, post to the wall. (35 minutes)

2) Each small group reports their new project ideas to the full group. As each group shares, ask other participants to give feedback, suggestions, or ideas for how others might get involved in their projects. Facilitators should take notes on feedback and, using post-its or tape, attach feedback to the original project ideas posted to the wall. This provides a visual demonstration of what happens on <iearn.teachers>. (25 minutes)

3) As the final step, explain again that ideas, once floated in *iearn.teachers* for feedback and as a way to find participants, are announced in *iearn.ideas* and assigned to an *iearn* project newsgroup.

**Time:** 1 1/2 - 2 hours



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