



Guidelines for Collaboration among GLOBE Schools

I - FOUR-STEP PROCESS FOR THE COLLABORATION EXPERIENCE ITSELF

1. FIND: Find a School with Which to Connect

The first step is to thoughtfully select a school with which to collaborate.

A. Connect through a formal phenomenon-based campaign or data collection “challenge”:

- Create a list of potential phenomena you wish your students to explore
- Identify the GLOBE or NASA campaign, phenomenon, or data collection “challenge” that matches one or more of the items on your wish-list
- Identify and connect with the scientist lead(s) of the campaign, phenomenon, or challenge and express your interest in participating — or just sign up on the appropriate GLOBE webpage
- Determine how to implement the relevant resources or protocols; discuss how and when the scientists will be able to engage to assist students; establish a timeline for implementation
- Watch previous webinars and participate in upcoming webinar(s) in which GLOBE protocols and learning activities, and NASA assets related to the chosen campaign, phenomenon, or challenge are identified and discussed
- Identify schools participating in the campaign, phenomenon, or challenge community; then connect with the lead teacher of that school

B. Some tips for selecting a collaboration partner (with or without a formal campaign/challenge):

- To identify school with which to collaborate, use the Find a Project Collaborator tool <https://www.globe.gov/globe-community/find-a-collaboration-partner#email>
- You may filter for schools with similar characteristics, for example:
 - By type of data collected or investigation areas
 - By countries of interest to the students (for example, countries or cultures related to students’ family origin or to events of interest)
 - By grade level
 - By language spoken
- You may also seek out schools that share other features, for example:
 - Schools that have a common interest in the phenomena to be explored (e.g. extreme weather; drought; wildfires; sea-level rise; bud-bursting; etc. — with information available through sources external to GLOBE)
 - Schools in similar or different geographic settings (latitude/longitude; elevation, etc. — all characteristics you can find through the GLOBE Visualization Tool)

2. PREPARE: Prepare Your Students

In order to establish a sense of collaboration and understanding, it is important that students “do their homework” on the collaborating school. They should get to know the school, its location, student populations, history, and culture. They should also have the opportunity to take some responsibility in the exchange. Teachers also have to prepare.

A. Suggestions for what students can do to get to know a collaborating school:

- Student research on the state’s or country’s geography and ecology, including latitude/longitude, elevation, climactic conditions, flora and fauna, etc.
- Student search for matching measurement data, using the GLOBE data visualization tool (<https://www.globe.gov/globe-data/visualize-and-retrieve-data>)
- Student research on the state or country’s culture and economic conditions
- Exploration of classroom languages spoken
- Preparation of questions for discussion with students in the other country

B. Suggestions for supporting authentic engagement:

- Ask students: How do they see themselves getting to know students from another school?
- Have students identify their goals of this collaboration
- Conduct team-building activities to prepare for understanding roles in the exchange and future collaborations
- Clarify up front how the exchange will occur (will all students ask questions, etc.?)

C. Suggestions for teacher preparation:

- Make sure that the school’s page on the GLOBE website is updated,
- Include pictures (no faces) on the webpage
- Make sure teacher’s profile page is up to date and includes a picture

3. IMPLEMENT: Carry out the Exchange

Engage with the collaborating school via Zoom or other strategy, as described under “[Finding a Collaborator](#)”.

- Let students take the lead if possible
- Ensure that students have authentic opportunities to engage, ask questions, and share information
- Promote a team approach to support all students in learning collaboration and communication skills

4. FOLLOW UP: Encourage Reflection and Build Lasting Connections

Follow up with your collaborating school, deepen learning, and support ongoing collaboration.

- A. Have students reflect about learned — both scientifically (data) and culturally (economics, geography, climate)
- B. Explore how students can communicate their experiences of this collaboration (IVSS/SRS)
- C. Establish follow up communication with the collaborating school - Send a “thank you!”
- D. Determine what the next step will be for the collaborating school



This material is based upon work supported by the **National Science Foundation** under Grant No. 1139664.



The material in this document is also based upon work supported by NASA under grant award No. 205480. Any opinions, findings, and conclusions or recommendations expressed in this material are those of author(s) and do not necessarily reflect the views of the National Aeronautics and Space Administration.