Planning for Collaboration

II - PLANNING NOTES FOR EMBEDDING COLLABORATION INTO CLASSROOM LEARNING

1. DECISIONS TO CONSIDER BEFORE BEGINNING

A. What do you want the students to learn from the experience? What outcomes are you seeking?

- Deeper understanding of science concepts, content, and practices
- Research skills across disciplines
- Cross-cultural understanding (applies across communities and states as well as across countries)
- Building collaboration and teamwork skills, see "Teamwork Guide"
- Building communication skills, e.g., preparing good questions, taking notes, verbal communication, language skill, if collaborator speaks another language, etc.
- Deeper understanding of geography, as students look at maps and pictures of their collaborators' communities, and discuss geographic conditions
- Deeper understanding of economics and political science, as student exchange information about their countries

B. Do you anticipate involving the whole class, small groups, or individuals?

C. What technology considerations are there?

D. How long will the collaboration last — just around a particular campaign/challenge? Beyond?

E. How will the student experience be graded?

F. How can other teachers support your efforts?

2. POSSIBLE STEPS (SAMPLE TIMELINE)

Month or week 1	Month or week 1	Month or week 2	Month or week 2	Month or week 2	Month or week 3	Month or week 4	Month or week 5
Teacher chooses phenomena and/or campaign/ challenge	Teacher connects with leads of phenomena and/or campaign/ challenge	Teacher selects/ connects with potential school(s) for collaboration	Students research collaborating school, country, culture	Student contact #1 and participate in research/ data	Student contact #2 and participate in research/ data	Student contact #3 and participate in research/ data	Follow up and Reflection and Next Steps

3. IDEAS FOR FORMAL OR INFORMAL ASSESSMENT

If you want the students to receive grades for the experience, consider breaking the process into specific steps with each step graded separately, using the appropriate criteria. Steps may include:

A. Process used to find the school and its community, state, or country

B. Research on the community, state, or country (characteristics chosen and why; depth and breadth)

C. Create questions to ask the collaborating students (appropriateness to the project, e.g., related to data, etc.; cultural sensitivity; language-well crafted)

D. Understanding of the science content

E. Student research projects with separate project rubric

4. **POSSIBLE INTEGRATION ACROSS THE DISCIPLINES (TO LEVERAGE WHAT EACH CAN OFFER)**

Note X's merely suggest possible connections; when the process is implemented, a duplicate table would include real names and activities. Similarly, the disciplines and steps would be edited as needed.

	Examples of Activities/Contribution of Each Discipline				
	The "anchor class" (class in which GLOBE is being implemented)	**Social Studies**	**Science**	**English/Literacy**	**Math**
Steps (sample)					
Find					
• Finding the school or country	X	X			
Prepare					
• Research on the community, state, or country	X	X			
• Creating questions	X	X		X	
• Rehearsing and/or preparing written communication	X			X	
Implement					
• Use of technology	X		X		X
• Communication	X			X	
• Teamwork	X	X			
• Content	X	X	X		X
Follow Up					
• Reflection on learning	X			X	
• Analyzing comparative data (data literacy)	X		X		X
• Explaining results	X		X		X
• Writing up results	X		X	X	
• Writing follow up questions	X		X	X	
• Writing follow up communications	X			X	

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