Chloe Carpenter

ED 307

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| **Partnering Pedagogy:**   1. Global Collaboration Project 2. Global Collaboration Projects allow students to collaborate with their peers from around the world. Students can email, chat, and conduct face-to-face video meetings. This allows students to have authentic opportunities to talk to students their age from different parts of the world. | |
| **Title: England Global Collaboration Project** | |
| **21st Century Skill Objectives:** | LEARNING & INNOVATION SKILLS  Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today’s world and those who are not. These skills include:  • Creativity and Innovation  • Critical Thinking and Problem Solving  • Communication  • Collaboration |
| **Course of study standards** | 5 ) Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding. |
| **Prior to the lesson:** | Teacher: The teacher will need to communicate with the teacher that her class will be partnering with and set expectations, ensure all technology is compatible, set times and dates for peer interactions, and discusses assignment details and what is expected of the students. The teacher will also need to explain her expectations to her students, what they are responsible for, and provide the students with information about their global peers and their assignment. The teacher will also need to send permission slips home for parents to sign to gain permission for all students to participate in this lesson.  Student: Students need to take their permission slip home and have their parents sign the form. After all permission slips have been signed, all students participating in the lesson will be given a paper copy of what is expected of them, technology etiquette, what they can and cannot discuss with their global peers, how to use the technology, the instructions for all assignments, and the rubric. This is a perfect time for students to ask questions about their interactions with their global peers and about the project.   * Students not participating in the global collaboration project will have a similar project. |
| **Materials** | * YouTube Introductory Videos * Permission Slips * Instruction Sheet * Rubric Sheet * Netiquette Rule Sheet * Google Hangout * Weebly * Projector * Sticky Notes |
| **Grouping information** | I will have predetermined groups set based on learning needs, challenges, and skills they excel in. I will try to have a mix of students that can contribute to the project and who bring different advantages to each group. Each group will range between 3-5 students depending on class size. |
| **Pre-class video/materials (present)** | Students will watch the following videos about England and regarding netiquette when talking to their global peers. They should watch these videos before coming to class and take notes on the two videos about England.  [What's the Difference Between the UK, Britain and England?](https://youtu.be/Eizhmb_tNSk)  [England Culture](https://youtu.be/_mTapnPCkZc)  [Netiquette Rules](https://youtu.be/6dRoclqDJh0) |
| **Anticipatory set/Introduction (present)** | After the students have watched the videos and have returned to class, I will have the students tell me some of the differences between the United States and England. As students walk into the classroom, I will have the following prompt written on the board: What are some differences and similarities between the United States and England? There will be a T-chart and students will fill out each side. One side will say differences and the other similarities. Students will be allowed to write their answers on the board. After all students have had the opportunity to write down their answer, we will look at the list and discuss it. I will ask several questions during this time to allow the students to reflect on their culture. I will then present the global collaboration project to the class and explain what we will be doing. I will pass out the permission slips, assignment instructions and criteria, rubric, and a list of netiquette rules. |
| **Guiding questions/scenario (present)** | After the students write down their answers on the board, I will ask the following questions.   * What similarities are there between the United States and England? * What differences are there between the United States and England? * Why do you think some things are more popular in certain areas than others? * What do you think would surprise students from England about you from the United States?   I would use these questions to show how different and similar students from around the world are. This would allow time for the students to reflect on their culture and what is popular at their age. I would ask these questions before announcing the project.  I will explain to the students that we will be doing a global collaboration project with students from England. We will use Google Hangouts to video chat our global peers. I will split the class into groups and each group will choose a topic to discuss with their global partners. These topics can be music, fashion, technology, food, art, social habits, etc.. The students will come up with a list of questions regarding their culture topic. During the video chat, each group will ask their global peers the questions and record their answers and vice versa. They will then turn these questions and answers into a web page about their topic. Each class will have a website and each group will contribute to a webpage about their topic. Students are allowed creative freedom. They should add pictures, video, descriptions, and use color and different fonts. During the video chats and creation of the web page, I will monitor the class and aid when needed. This may include answering questions, guiding students through the web page design, and aiding in research. After each group has created their webpage, they will present their page to the class and tell the class what they learned. |
| **Student activities (apply)** | 1. Those participating in the lesson will go through a technology training video about how to use the Google Hangout Video Chat. 2. Students will be split into groups and choose their culture topic. It must be approved by the teacher. 3. Students will make a list of questions based on their topic to ask their global peers. They should have at least 7 questions to ask their global peer. 4. Students will video chat their peers and ask them their topic questions. Students will write down their peer’s answers and answer the questions their peers ask them in return. During their video chats, I will monitor the room and provide assistance when needed. I will ensure all students are respectful and on task. 5. Students will convert their findings into a webpage covering their culture topic. They are allowed creative freedom during this assignment. During this assignment, I will monitor student’s progress, assist when needed, and ensure all students are on task. 6. Once all webpages are complete, each group will present their webpage to the class and discuss their findings. Their classmates may ask questions during this time. |
| **Student presentation (apply)** | Students will create and present a webpage about their culture topic. Students will use the information gained from their peer collaboration to complete their website page. Each class period will have a website and each group will make additions to a page. Students will use Weebly to create and design their web page. All group members must contribute to the making and design of the webpage. Students will be provided a rubric they can follow when creating the webpage. Students should include images, videos, and color in their webpage. Students may have creative freedom during the creation process. However, they should ensure that they are providing the reader with enough information to understand England’s culture regarding their specific topic. |
| **Debriefing/discussion (review)** | Students will present their webpage to the class and explain their findings. I will pull up the website on my computer and project it onto the whiteboard. During this time, their classmates will be allowed to ask questions and discuss what they have learned. Each group will present their webpage and answer questions. After presenting, each student will receive a sticky note to complete as an exit ticket. Students will be responsible for answering these three questions:   1. What surprised you about the culture in England? 2. What does this teach us about global understanding? 3. What stereotypes were dismissed after video chatting your global peers? |
| **Assessment** | I will assess the student’s webpage using the following rubric:     |  | **Outstanding** | **Good** | **Satisfactory** | **Unacceptable** | | --- | --- | --- | --- | --- | | **Content**  20 points | Culture topic is covered in depth with details and subject knowledge is excellent. Students went above and beyond. | Includes essential knowledge about culture topic. Subject knowledge appears to be good. | Includes essential knowledge about culture topic, but there are 1-2 factual errors. | content is minimal or there are several errors. | | **Design**  16 points | The webpage is organized very well and is easy to read. It is engaging and catches the eye. | The webpage is organized pretty well and it is fairly easy to read. | The webpage has some organization and somewhat easy to read. | The webpage is hard to read and there is little to no organization. | | **Creativity**  16 points | The webpage uses great fonts, colors, videos, and images. You are a creative Genius! The students went above and beyond. | The webpage uses some fonts, colors, videos, and images. | The graphic uses very little font, colors, videos, and images. | There is no color, videos or images. The information is simply typed on the page. | | **Mechanics**  8 points | No misspellings or grammatical errors. | Two or fewer misspellings or grammatical errors. | Three misspellings or grammatical errors. | Four or more grammatical errors or misspellings. | | **Presentation**  20 points | Students are fully prepared and effectively presents the presentation and is at ease with the content. They use a clear voice and use correct pronunciation. | Students are prepared and effectively presents the presentation but are not fully at ease with the content. Students' voices are clear, and they pronounce most words correctly. | Students are not well prepared to present and have errors when presenting. Students are incorrectly pronouncing terms, and the class has difficulty hearing the presentation. | Students are not prepared to present and do not effectively present the presentation. Students mumble and do not correctly pronounce words. Classmates cannot hear the presentation. | |
| **Resources – formatted using APA  6th edition** | 3 Global Collaboration Projects for Your Classroom. (2018, July 19). Retrieved April 21, 2021, from https://www.wgu.edu/heyteach/article/3-global-collaboration-projects-your-classroom1807.html |

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