iEARN: INTRODUCTION, METHODOLOGY & CURRICULUM INTEGRATION

2018-2019
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Welcome!

The Introduction to iEARN Projects Handbook is designed to help you to get started with iEARN Projects and to provide you with resources to help you grow as a professional.

This handbook provides you with resources and tools that you will need to successfully plan and implement iEARN projects and become a member of the iEARN community.

Although many resources are provided in this handbook, further resources can be found through the iEARN website (www.iearn.org), the iEARN Collaboration Centre and, of course, through the ROTA Knowledge Network (http://kn.rota.org/).

Through participation in the face-to-face workshop, as experienced teachers, you will be well on your way to conducting successful online collaborative projects with your students. For teachers less familiar with iEARN Projects, Workshop B will provide you with the extra help needed to be successful in implementing iEARN Projects into your classroom and to collaborate online with members of the iEARN Community.

To support you in your work, the iEARN-Qatar Facilitators and Coordinators are available to answer your questions and provide you with feedback. The ROTA Knowledge Network will also be a resource; allowing you to communicate and learn from others within the community and to enable you to share your progress.

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.”

So, welcome to the supportive and collaborative community that is iEARN-Qatar!

iEARN Country Coordinator – Qatar
Email: iearn.qatar@eaa.org.qa

Replication of this handbook

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## Introduction to iEARN Projects Workshop - Agenda

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<th>Activity</th>
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<tr>
<td>7:30 - 8:00</td>
<td>Arrival and registration</td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>8:30 - 8:45</td>
<td>What is ROTA? What is iEARN?</td>
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</tbody>
</table>
| 8:45 - 9:15  | What are iEARN projects?  
|              | • Brief Overview  
|              | • Videos  
|              | • Group Activity                                                          |
| 9:15 - 9:30  | About iEARN-Qatar                                                                                                                         |
| 9:30 – 9:45  | Coffee Break                                                                                                                               |
| 9:45 – 10:00 | Project Based Learning: Definition & Theory                                                                                               |
| 10:00 – 10:40| • How to get started  
|              | • A pre-planning activity                                                      |
| 10:40 – 11:20| Create your project mini plan & presentation/assessment                                                                                   |
| 11:20 – 11:45| Adding global competencies to your project                                                                                               |
| 11:45 – 12:30| Lunch and Prayer Break                                                         |
| 12:30 – 13:00| What makes a project successful?                                                                                                          |
| 13:00 - 13:20| Benefits of collaboration and sharing of tools, resources, techniques, practices                                                        |
| 13:20 – 13:30| Preparing students for online collaboration (*Netiquette*)                                                                               |
| 13:30 - 14:00| Hands-on activity to register on the online platforms  
|              | - ROTA KN  
|              | - iEARN.org                                                                                                                                |
| 14:00 - 14:10| Closure:  
|              | • Summary of the day and next steps  
|              | • Workshop survey                                                               |
ROTA and iEARN-Qatar  
October 2018 Teacher Workshops and Training Calendar  

Workshop A: Introduction to iEARN Projects  

The aim of this workshop is to introduce iEARN and iEARN projects, and enable experienced teachers to implement iEARN Projects into their classroom and to collaborate online with members of the iEARN Community.

Requirements:

To participate in this workshop, teachers are required to have:

- Good command of English language as the workshop is delivered in English
- Basic knowledge of ICT and an active email address
- Internet access during school hours and after school

Workshop Agenda:

- What is ROTA?
- What is iEARN?
- What are iEARN projects?
- How to get started with my iEARN project?
- iEARN Collaboration Centre: [www.iearn.org](http://www.iearn.org)

Workshop Objectives:

In this workshop, teachers will...

- Recognize the importance of and get motivated to apply Project Based Learning in a Global Education context
- Identify what the iEARN-Qatar program can offer them and their students
- Start designing a project that suits their curriculum and develops their students’ 21st century skills and global competencies
Workshop B: iEARN-Qatar & ROTA Knowledge Network

The aim of this workshop is to enable teachers to implement iEARN Projects into their classroom and to collaborate online with members of the ROTA Knowledge Network community as well as the iEARN Community.

Teachers will develop their knowledge of Project-Based Learning (PBL) methodology as well as project planning. Teachers will also create an Online Project Portfolio and benefit from the online support of the community.

Please note: this workshop is the first step of the iEARN-Qatar Professional Development for teachers. Following will be the 12-week where teachers are implementing an iEARN Project into their classroom and where they will be able to benefit from online support and collaboration.

Requirements:

To attend this workshop, teachers are required to:

- Have attended Workshop A
- Have created an account with iEARN Project Collaboration Centre (Workshop A)
- Commit to carry out an iEARN project with your students in your classroom
- Commit to complete the requirements of the Online Professional Development Course on the Knowledge Network website

Workshop Agenda:

- Looking deeper into Project-Based Learning (PBL)
- Getting started: planning for your project
- Understanding the Online Professional Development Course requirements and its support system
- Get acquainted with the iEARN web site at: www.iearn.org and its Project Collaboration Centre
- Managing your accounts

Outcomes:

At the end of the workshop, teachers will...

- Have a better knowledge of Project-Based Learning
- Have sketched a first draft for their plan
- Be able to implement a collaborative project with their students
- Be able to collaborate online with members of the iEARN community
Dear teacher,

The requirements to receive a Certificate at the end of the school year are stated below:

<table>
<thead>
<tr>
<th>Certificate of Achievements</th>
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<tr>
<td>I understand that to receive a Certificate of achievements at the end of the school year</td>
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<tr>
<td>☐ I need to have attended Workshop A</td>
</tr>
<tr>
<td>☐ I need to have attended Workshop B</td>
</tr>
<tr>
<td>☐ I need to have completed an iEARN Project in my classroom</td>
</tr>
<tr>
<td>☐ I need to have attended and presented my project during the Open House Celebration</td>
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What is ROTA?

Reach Out To Asia (ROTA)

Reach Out To Asia

Is a program of Education Above All and was founded in November 2005 under the auspices of His Highness the Emir Sheikh Tamim bin Hamad Al Thani and guided by Her Excellency Sheikha Mayassa bint Hamad Al Thani.

ROTA's Vision

We envision a world in which all young people have access to the education and training they need in order to realize their full potential and shape the development of their communities.

ROTA's Mission

Together with partners, volunteers, and local communities, we work to ensure that people affected by crisis across Asia and around the world have continuous access to relevant and high-quality primary and secondary education.

About ROTA

Where do we work?

- Afghanistan, Bangladesh, Cambodia, Gaza, Indonesia, Iraq, Lebanon, Nepal, Pakistan, Syria, Vietnam, Yemen and Qatar

Who are we? What do we do?

- International Programs
- Qatar Youth and Community Development
- Online Education Department

Online Education Department

Capacity building and development:

- Teacher Training, access to ICT infrastructure, ...

The ROTA Knowledge Network website:

- Sharing knowledge and resources, online collaboration, and online community
- iEARN-Qatar
Education Above All (EAA)

Education Above All

is an initiative founded in 2012 by Her Highness Sheikha Moza bint Nasser. EAA envisions bringing new life chances, real hope and opportunities to improve the lives of poor and marginalised children, youth and women especially in the developing world. It aims to ensure inclusive and equitable quality education for vulnerable and marginalised people especially in the developing world, as an enabler of human development.

EAA believes that education is a fundamental right for all children and an essential condition to achieve the Sustainable Development Goals (SDG). It is the single most effective means of reducing poverty, generating economic growth and creating peaceful and just societies, which is at the core of EAA’s philosophy.
What is iEARN?

iEARN (International Education and Resource Network)

iEARN is a non-profit organization made up of over 30,000 schools and youth organizations in more than 140 countries.

iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 2,000,000 students each day are engaged in collaborative project work worldwide.

iEARN International is registered as an NGO in Spain and has an international office in Callus, Spain.

Since 1988, iEARN has pioneered on-line school linkages to enable students to engage in meaningful educational projects with peers in their countries and around the world.

iEARN is:

- a safe and structured environment in which young people can communicate
- an opportunity to apply knowledge in service-learning projects
- a community of educators and learners making a difference as part of the educational process

Source: About iEARN
iearn.org/about
iEARN Program Goals

- Improve learning and teaching
- Integrate technology in curriculum
- Enhance students’ expression, language skills and understanding of the world
- Develop an appreciation for cultural diversity and tolerance
- Arouse civil awareness and responsibility

iEARN Vision

To enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people.
What is iEARN-Qatar?

iEARN-Qatar

ROTA is the Official representative of the iEARN program in Qatar

- is facilitated by Reach Out To Asia (ROTA)
- is co-implemented by ROTA & National Center of Educators Development
- is sponsored by Muntajat
- provides workshops for educators
- provides online professional development for teachers
- provides support and collaboration through ROTA Knowledge Network website
- provides access to other iEARN communities around the world
- hosts an annual Open House Celebration in May to showcase student’s work
- sponsors teachers and students to go to the Annual iEARN Conference and Youth Summit

Reach Out To Asia

iEARN-Qatar

Professional Development for Teachers

Workshops

- Curriculum Mapping
- Project Planning
- Project-Based Learning (PBL) methodology
- Rubrics
- And more

+ Project implementation

- Different subjects integration
- Active learning experience for students
- Collaboration
- Online support from facilitators and other teachers
- Online community of international educators
- Satisfy the NFST requirements
iEARN-Qatar Program Goals

iEARN-Qatar program goals are:

✓ To support a Qatar-based learning community of educators and students
✓ To provide Professional Development and support for teachers involved in iEARN-Qatar, including integration of technology and project-based learning into their curriculum
✓ To establish connections between schools in Qatar and other countries
✓ To provide equal opportunities to all educators
✓ To promote intercultural exchanges, tolerance, and awareness of cultures of the world

iEARN-Qatar Open House Celebration

At the Open House students and teachers have the chance to display their work and achievements and showcase their iEARN projects for the school year.
**iEARN-Qatar**
Reach Out to Asia (ROTA) and NCED are the official iEARN representative in Qatar.

**iEARN-Qatar Coordinators**
As ROTA staff members, the ROTA iEARN-Qatar coordinators are the official representatives and focal points for iEARN in Qatar and their main roles and responsibilities are:

- Officially represent iEARN-Qatar
- Provide an annual report about the iEARN-Qatar activities to the iEARN Executive Council
- Manage teachers registration and accounts on the iearn.org website
- Introduce and promote iEARN to educational institutions in Qatar
- Coordinate and organize various events like the Open House, workshops, trainings, etc.
- Deliver, support and assess trainings provided for Teachers, iEARN-Qatar Facilitators and iEARN-Qatar Trainers
- Support and advise the iEARN-Qatar Community during projects and various activities around iEARN-Qatar

**iEARN-Qatar Facilitators**

The Facilitators’ role is to support and guide teachers working on online iEARN collaborative projects throughout all the phases of the projects. iEARN projects are taking place every semester for a duration of 10 to 14 weeks. Facilitators will be supporting teachers working on iEARN projects. Facilitators are supported and advised on their work and tasks by the ROTA iEARN Coordinators and iEARN-Qatar Trainers.

The main functions and tasks of a Facilitator during the project implementation are:

- On a weekly basis:
  - Be present online and support any inquiries teachers may have on both the ROTA Knowledge Network and the iearn.org web portal forums
- On a regular basis:
  - Meet (online and face-to-face) with the other Facilitators and the ROTA iEARN coordinator to receive feedback and discuss and solve issues
- On an ongoing basis:
  - Provide feedback to teachers on their work
  - Provide advice and support teachers on both educational and technical questions and issues related to the project work

A teacher who is willing to become a facilitator should:

- Have done at least one iEARN project
- Have attended the Facilitators Training
- Be confident in using the ROTA Knowledge Network and iearn.org web portals
- Have a good understanding and practice of project-based learning
- Be able to commit an average of 4 to 5 hours per week during the full duration of the project (10 to 14 weeks)
Open House Celebration

Reach Out To Asia (ROTA) organizes an Open House every June to give students and teachers the chance to display their work and achievements and showcase their iEARN projects for the school year.

H.E. Sheikha Aisha bint Faleh bin Nasser Al Thani, ROTA board member, was in attendance of the 2012 Open House that was held at the Student Center in Education City. H.E welcomed all teachers, students and visitors at the event, commenting that:

"For ROTA, iEARN falls under its Online Education Program, with its two components: Capacity Building for the Use of Technology in Education, and the ROTA Knowledge Network. We have always been firm believers in the use of technology to further develop education and to encourage global collaboration and debate, and iEARN is a convenient fusion of both ideals into one."

Read more about the event on the ROTA website: (http://www.reachouttoasia.org)

Pictures from 2016/17 Open house
What are iEARN Projects?

iEARN projects are designed and facilitated by educators and students worldwide. iEARN projects take on many different forms, but most are rooted in the pedagogy of Project-Based Learning and result in a range of collaborative final "products" or project outcomes that are shared between the participants. These have included magazines, creative writing anthologies, websites, reports to government officials, arts exhibits, performances, and many more examples of youth taking action as part of what they are learning in the classroom.

Reach Out To Asia (ROTA) organizes an Open House Celebration every June to give students and teachers the chance to display their work and achievements and showcase their iEARN projects for the school year.

In addition to connecting students’ learning with local issues and meeting specific curriculum needs, every iEARN project should answer the question, "How will this project improve the quality of life on the planet?" This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.

Characteristics of iEARN projects:

- **Curriculum based**, and cover all subject areas
- **Designed by teachers** to suit different student age groups
- **Experiential and enjoyable** active learning experience for students
- **Connected to real life** issues
- **Encourage global citizenship** and leadership
- **Flexible yet structured**
- **Enhance students’ language skills**
- **Arouse civil awareness** and responsibility

All projects in iEARN are designed by teachers and students, and provide powerful examples of how technology can make a difference in teaching and learning.
Examples of iEARN Projects

Language Arts/ English

**Special Place**

Participants select one local spot that gives them a special feeling and write a story about that spot. They may select any writing genre (creative, informative, humorous, etc.), describe it, and tell what makes it special to them. Is it a place where they prefer to be alone or with others? It is hoped that, in thinking about our own special places, reading about other students’ special places, and taking action to preserve such places, we will strengthen our commitment to preserving our fragile Mother Earth.

**Possible Project Outcomes:**
- Students writing
- Art projects

**Teddy Bear Project**

Aim: To foster tolerance and understanding of cultures other than your own. After teachers register, the facilitator matches you with a partner class. The classes send each other a Teddy Bear or other soft toy by airmail through the normal postal system. The bear sends home diary messages by email at least once a week. The students write the diary messages as if they are the visiting bear describing its experiences in the new culture. Available for Prep/Kinder to Year 9, this project provides opportunities for authentic writing by providing the students with a real audience.

**Possible Project Outcomes:**
- Essays
- Photographs
- Art Work

Social Studies/ Humanities

**Early People Symbols**

In the Early People Symbols (EPS) project, students will explore the meanings of their cultural symbols. They will start by doing research (Internet, local libraries, museums, art books, and artifacts such as rugs, wall, ceiling, floor drawings, pictographs...) in their communities. Then, they will briefly tell the story related to the symbol using journals, Voice Threads, PowerPoint Presentations, videos or digital photos. Students are also invited to create a drawing or painting using these symbols. Upon completion of the research and documentation of the story, students will share their artwork and stories in the forum and the EPS website.

**Possible Project Outcomes:**
- Research
- Art work
- Website
OF2 - Our Footprints, Our Future

"(OF)2: Our Footprints, Our Future!" is an international initiative that encourages youth (ages 19 and younger) from around the world to use online tools and resources to measure their carbon footprint and develop ways to reduce their carbon usage. The goal is for one million students around the world to join together with their families, their schools, and their communities to reduce the total global carbon footprint.

Solar Cooking Project

Participants are invited to experiment with alternative energy uses by making, testing and using solar cookers. Recipes, construction tips, experiments and research findings will be shared and compiled on a web site. Among the activities: A) Design original solar oven. B) Compare insulation materials. E) Compare the effects of climate changes on solar cooking. F) Create an advertisement for solar cooking. G) Debate the use of solar cookers. H) Write letters to local newspapers about the benefits of using solar energy. I) Create a web page about solar cooking. J) Write and present a public service announcement for radio or TV about the need to conserve energy, deforestation issues in third world countries, the problems with fossil fuels, the greenhouse effect, or global warming. K) Create a mural depicting the history of solar energy. M) Compile a solar cookbook with tips on converting standard recipes to solar oven recipes. O) Fund raise to sponsor solar cookers in refugee camps and developing countries.

Possible Project Outcomes:
- Solar Cooker
- Others

Connecting Math to Our Lives

In this project students are invited to a) explore how math is used in their families and communities; and b) use math skills to investigate community or social concerns and then take action to promote greater equity in the world around them.

Possible Project Outcomes:
- Report of their local project activities posted on "Connecting Math to Our Lives" website
- Creation of a database on an issue of global importance. Data is collected and analyzed by classes around the world.
- Creation of a mathematical art gallery to serve as a resource on culturally relevant teaching for math educators globally.
Visit the iEARN Collaboration Centre at: www.lear.org to browse other project descriptions and student-produced media from around the world.

What is a Successful Projects?

A successful project is one that:

- Achieved its learning objectives
- Is enjoyable
- Is collaborative
- Is completed on time
- Includes assessment
- Addresses students’ different learning styles
- Is flexible to promote for creativity: allows students to develop and apply a variety of skills
- Is learner-centered
- Engages students with issues of global importance
- Gives students the feeling of ownership of their work
- Help students reflect on what they learned and how they learned it
Methodology & Resources Section

1. What is Project-Based Learning?
2. What is Experiential Learning?
3. What are Cooperative and Collaborative Learning?
4. What are the Benefits of Collaboration?
5. How do Cooperative and Collaborative Learning Differ from the Traditional Approach?
6. 21st Century Skills Set
7. The SMART Model
8. Instructional Methods
9. Global Education

Note: You will find more resources in Workshop B
What is Project-Based Learning?

Definition of a project

A project is a collaborative enterprise, frequently involving research or design that is carefully planned to achieve a particular aim.

http://en.wikipedia.org/wiki/Project

Project-Based Learning

Project-Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project-Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.

Project-Based Learning teaches students 21st Century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

Project-Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Finally, Project-Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Combining these considerations, we define Project-Based Learning as:

a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks

Source: What is Project-Based Learning?
http://pbl-online.org/About/whatisPBL.htm
Gold Standard PBL:

Project Based Teaching Practices

Buck Institute for Education 2015

Teachers who make Project Based Learning a regular part of their teaching enjoy their new role, although for some it might take time to adjust from traditional practice. It’s fun to get creative when designing a project, instead of just using “off the shelf” curriculum materials. Most teachers like working collaboratively with their colleagues when planning and implementing projects, and interacting with other adults from the community or the wider world. And PBL teachers find it rewarding to work closely alongside students, tackling a real-world challenge or exploring a meaningful question.

Design & Plan
Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

Align to Standards
Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

Build the Culture
Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

Manage Activities
Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.

Scaffold Student Learning
Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

Assess Student Learning
Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

Engage & Coach
Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

When transitioning to PBL, one of the biggest hurdles for many teachers is the need to give up some degree of control over the classroom, and trust in their students. But even though they are more often the “guide on the side” than the “sage on the stage,” this most certainly does not mean that teachers don’t “teach” in a PBL classroom. Many traditional practices remain, but are reframed in the context of a project.

Adapted from Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction, by John Larmer, John Mergendoller, Suzie Boss (ASCD 2015)
What is Experiential Learning?


The theory presents a cyclical model of learning, consisting of four stages shown below. **One may begin at any stage, but must follow each other in the sequence:**

- concrete experience (or “DO”)
- reflective observation (or “OBSERVE”)
- abstract conceptualization (or “THINK”)
- active experimentation (or “PLAN”)

![Figure 1. Kolb’s Experiential Learning Cycle.](http://www.learning-theories.com/experiential-learning-kolb.html)

Kolb’s four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The first stage, **concrete experience (CE)**, is where the learner actively experiences an activity such as a lab session or field work.

1. The second stage, **reflective observation (RO)**, is when the learner consciously reflects back on that experience.
2. The third stage, **abstract conceptualization (AC)**, is where the learner attempts to conceptualize a theory or model of what is observed.
3. The fourth stage, **active experimentation (AE)**, is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

**Source:** Learning-Theories.com

What are Cooperative and Collaborative Learning?

**Collaborative learning** is a method of teaching and learning in which, students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

**Cooperative learning**, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary.

- First, students need to feel safe, but also challenged.
- Second, groups need to be small enough that everyone can contribute.
- Third, the task on which students work together must be clearly defined.

The **cooperative and collaborative learning techniques** presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- students are invested in their own learning.

**Source**: What are cooperative and collaborative learning?
[http://www.thirteen.org/edonline/concept2class/coopcollab/index.html](http://www.thirteen.org/edonline/concept2class/coopcollab/index.html)
What are the Benefits of Collaboration?

Collaboration affords students the opportunity to share thoughts and interact with peers, facilitators, and experts in a defined area. Below are some of the benefits of collaboration and collaborative learning environments:

- Promotes critical thinking skills
- Promotes creative thinking through social simulation
- Requires active student involvement in the learning process. Students increase preparation and practice working with one another. They share problems and find solutions. Opportunity to ask questions and find answers
- Builds diversity understanding among students
- Teaches students to collaborate later on in their career life - a lifelong skill
- A group can achieve more than the sum of what each individual member can achieve. So it might save time and energy and it accelerates the professional development of individual members as in turn it can build up on the work of others
Cooperative and collaborative learning differ from traditional teaching approaches because students work together rather than compete with each other individually.

Collaborative learning can take place any time students are working together -- for example, when they help each other with homework. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities.

The skills needed to work together in groups are quite distinct from those used to succeed in writing a paper on one's own or completing most homework or "seatwork" assignments. In a world where being a "team player" is often a key part of business success; cooperative learning is a very useful and relevant tool.

Because it is just one of a set of tools, however, it can easily be integrated into a class that uses multiple approaches. For some assignments individual work may be most efficient, while for others cooperative groups work best.

Research suggests that cooperative and collaborative learning bring positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills.

Source: How do cooperative and collaborative learning differ from the traditional approach? http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub1.html
21st Century Skills

Learning and Innovation Skills – the 4Cs

1. Communication
Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

2. Collaboration
Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

3. Critical Thinking and Problem Solving
Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

4. Creativity and Innovation
Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.

Information, media and technology Skills

5. Information Literacy
Students as informed global citizens, access, manage, and effectively use culturally authentic sources in ethical and legal ways.

6. Media Literacy
Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

7. Technology (ICT) Literacy
Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.
Life and Career Skills

8. Flexibility and Adaptability
Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

9. Initiative and Self-Direction
Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

10. Social and Cross-Cultural Skills
Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

11. Productivity and Accountability
Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

12. Leadership and Responsibility:
Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

Source: ACTFL 21st Century Skills
http://actfl21stcenturyskillmap.wikispaces.com/ACTFL+21+st+century+skills+list

For some examples of each skill, please visit the above website.
The SMART Model

SMART is an acronym that can be used to help ensure that effective objectives or activities are set.

**Specific**
- Is the objective well-defined? Avoid setting unclear or vague objectives; instead be as precise as possible.

**Measurable**
- Be clear on how you will know when you have achieved your objective. Using numbers, dates and times is one way to represent clear objectives.

**Attainable**
- Setting impossible targets will only end in disappointment. Make your activities challenging, but realistic.

**Relevant**
- Try to step back and get an overview of all the different areas of your project and how it links to the curriculum. Consider how relevant each objective is to the overall picture.

**Time-bound**
- Set a time scale for the completion of each activity. Even if you have to review this as you progress, it will help to keep you on track and be motivated.
Instructional Methods

Methods are used by teachers to create learning environments and to specify the nature of the activity in which the teacher and learner will be involved during the lesson. While particular methods are often associated with certain strategies, some methods may be found within a variety of strategies.

Source: Instructional Approaches
http://teachinglearningresources.pbworks.com/w/page/19919560/Instructional%20Approaches
Global Education

What is Global Education?

Global Education is Education for global competence that can promote cultural awareness and respectful interactions in increasingly diverse societies. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.


Global education is the term used internationally to describe a form of education which:

- enables people to understand the links between their own lives and those of people throughout the world
- increases understanding of the economic, cultural, political and environmental influences which shape our lives
- develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives
- works towards achieving a more just and sustainable world in which power and resources are more equitably shared

(Source: [http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t05s02.html](http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t05s02.html))

Why Global Education?

We see education as a powerful tool not only to prepare individuals for future careers, but also to help in developing communities. Hence, adding a global aspect to the students’ learning is necessary in this day and age in order to:

- prepare students for future careers as our workplaces are becoming more multicultural
- provide students with an important building block for active global citizenship
- plant seeds for dissolving barriers and building tolerance amongst peoples and cultures

How to introduce Global competencies in your iEARN project?

Based on some research, we drafted the below 3 level approach of introducing a global dimension into the curriculum for students:

a. Realizing from personal experiences that our lives are interconnected globally
   Possible activities:
   - Individual reflective questions for students on global connections:
     What have been your experiences (as an individual, and as a member of a community)?
     To what extent, do you think, are our lives interconnected globally?
   - Student searches for his/her ancestral origins

b. Building understanding beyond personal experience:
   Possible questions to be asked for group reflection:
   - What are the Sustainable Development Goals?
   - How do global issues affect our/others’ lives?
   - How can individual choices affect global issues?
   - How would people from different cultures or backgrounds react?
   - Who benefits from this situation? Who loses?
   - Is this logical, valid, just?
   - What other possibilities exist? What would be the consequences of each?

c. Contributing to a more peaceful, just and equitable global society
   The iEARN network facilitates an online space and collaboration tools to take thoughtful action aimed at making a positive impact in the world. An iEARN project can either aim at taking collective action to address local or global issues, or at answering questions that will lead us to important discoveries or solutions.

(Sources: Kristin Brown and Enid Figueroa from iEARN Orillas;
The 8 key concepts
Underlying the idea of the global dimension to the curriculum are 8 key concepts

Global citizenship
Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.
- developing skills to evaluate information and different points of view on global issues through the media and other sources
- learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues
- developing understanding of how and where key decisions are made
- appreciating that young people’s views and concerns matter and are listened to; and how to take responsible action that can influence and affect global issues
- appreciating the global context of local and national issues and decisions at a personal and societal level
- understanding the roles of language, place, arts, religion in own and others’ identity

Conflict resolution
Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.
- knowing about different examples of conflict locally, nationally and internationally and different ways to resolve them
- understanding that there are choices and consequences for others in conflict situations
- understanding the importance of dialogue, tolerance, respect and empathy
- developing skills of communication, advocacy, negotiation, compromise and collaboration
- recognizing conflict can act as a potentially creative process
- understanding some of the forms racism takes and how to respond to them
- understanding conflicts can impact on people, places and environments locally and globally

Social justice
Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
- valuing social justice and understanding the importance of it for ensuring equality, justice and freedom for all within and between societies
- recognizing the impact of unequal power and access to resources
- appreciating that actions have both intended and unintended consequences on people’s lives and appreciating the importance of internal choices
- developing the motivation and commitment to take action that will contribute to a more just world
- challenging racism and other forms of discrimination, inequality and injustice
- understanding and valuing equal opportunities
- understanding how past injustices affect contemporary local and global politics

Diversity
Understanding and respecting differences and relating these to our common humanity.
- appreciating similarities and differences around the world in the context of universal human rights
- understanding the importance of respecting differences in culture, customs and traditions and how societies are organised and governed
- developing a sense of awe at the variety of peoples and environments around the world
- valuing biodiversity
- understanding the impact of the environment on cultures, economies and societies
- appreciating diverse perspectives on global issues and how identities affect opinions and perspectives
- understanding the nature of prejudice and discrimination and how they can be challenged and combated

Human rights
Knowing about human rights including the UN Convention on the Rights of the Child.
- valuing our common humanity, the meaning of universal human rights
- understanding rights and responsibilities in a global context and the interdependence between the right to global and the local
- understanding that there are competing rights and responsibilities in different situations and knowing some ways in which human rights are being denied and claimed locally and globally
- understanding human rights as a framework for challenging inequalities and prejudice such as racism
- knowing about the UN Convention on the Rights of the Child, the European declaration on Human Rights and the Human Rights Act in UK law
- understanding the universality and indivisibility of human rights

Values and perceptions
Developing a critical evaluation of representations of global issues and an appreciation of the effect those have on people’s attitudes and values.
- understanding that people have different values, attitudes and perceptions
- understanding the importance and value of Human rights
- developing multiple perspectives and viewpoints of seeing events, issues, problems and opinions
- questioning and challenging assumptions and perceptions
- understanding the power of the media in influencing perceptions, choices and strategies
- understanding that the values people hold shape their actions
- using different issues, events and problems to explore children and young people’s own values and perceptions as well as those of others

Interdependence
Understanding how people, places, economies and environments are all interconnected, that choices and events have repercussions on a global scale.
- understanding the impact of globalisation and that choices made have consequences at different levels, from personal to global
- appreciating the links between the lives of others and children’s view of this world and powers over these lives
- understanding the influence that diverse cultures and ideas (political, social, religious, economic, legal, technological and scientific) have on each other and the complexity of interdependence
- understanding how the world is a global community and what it means to be a citizen
- understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries

Sustainable development
Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.
- recognising that some of the earth’s resources are finite and therefore must be used responsibly by each of us
- understanding the interconnections between the social, economic and environmental spheres
- considering probable and preferable futures and how to achieve the latter
- appreciating that economic development is only one aspect of quality of life
- understanding that exclusion and inequality hinder sustainable development for all
- respecting each other
- appreciating the importance of sustainable resource use – rethink, reduce, reuse, recycle, re-use, re-use and obtaining materials from sustainable managed sources
International Collaboration

Resources for Teachers

1. Why International Collaboration in Schools?
2. Working Internationally? With the World at Your Fingertips, Review this Top Ten List!
3. iEARN Tips for Teacher Success
4. Suggestions for Successful Project Participation
5. Posting a Class Introduction to the online iEARN Forums
6. Tips for Preparing Students for Online Collaboration

Resources for Students

7. iEARN Permission Form for Internet Technologies
8. The iEARN Buddy Support Contract (for Students)
9. iEARN Tips for Successful International Communication
10. Netiquette
11. Student Guidelines for Forum Usage
12. iEARN Response Rubric for Project Forums and Email Posting

Learning with the World, not just about it...

www.iearn.org
Why International Collaboration in Schools?

As the Internet provides connectivity among nations, it generates opportunities for connectivity within K-12 educational realms. As we come to realize the full potential of using the global reaches of the Internet within our school classrooms, we come to realize that we are able to build local to global, multicultural understandings of human experiences across and integrated among all content areas including literacy, social studies, science, math, languages, economics, history, politics, agriculture, vocational, arts, and service learning curricula.

It is important that their global collaborations be embedded in an overarching philosophy of international education. In local to global collaborations using the Internet, the philosophy of international education is to provide action learning in real world contexts and experiences where students are given both opportunity, encouragement, mentoring to:

1. embrace, experience, understand and honor the commonalities of histories, experiences, and perspectives that they discover among global peers as affirmation that there are others like them;
2. embrace, experience, understand and honor the diversities of histories, experiences, and perspectives as opportunities to understand the world in new ways and to understand that these diversities bring positive strengths and insights to our human experiences;
3. understand, experience and honor that multiple versions of ideas, content, experiences and perspectives do exist and can be mutually accepted and sustained side by side ...by not automatically assuming that differences will negate one another because only one way can be right or only one idea can work;
4. understand and experience that their local action learning's about community, culture, geography, resources, lives, and hopes of work and play, of struggle, conflict and achievement have connection to the issues, conversations, and struggles, realities, hopes and dynamics of nations;
5. understand and experience through local to global action learning that the process of knowing about the world, both historically and in the present, is a generative process with ongoing revision of knowledge with new, previously unavailable or unknown information and insight;
6. understand that the goal of local to global action learning curricular projects is the enhancement of collaborative understandings not competitive challenges for in collaborative lateral respect of one another is found the greatest opportunity to honor inclusion of all positive efforts, rather than negating one another with the exclusion that comes from competition to declare winners and losers.


Working Internationally? With the World at Your Fingertips, Review this Top Ten List!

1- MANNERS

When doing a project, it is not just business as usual, manners are a big part of the way things are done. Don't just plow ahead with the work. Take time to get to know the people in the project you are working on. Read a little about the culture. Be polite. Test your politeness IQ.

2- LANGUAGE

In many other countries, people take the time to learn a language, and therefore can converse in one of several languages. Learn a language or, become familiar with phrases you may want to know. It is a courtesy to the other participants. http://www.epals.com gives a translation, but so far only in English, German, French, Spanish, Italian, Portuguese, Chinese and Japanese. There are other translation sites all over the web. But this one is for children. Another one is http://translate.google.com.

3- WHERE IS THIS PLACE?

Go to http://www.nationalgeographic.com and look at the interactive map of the country you are working with. Learn the absolute and relative location, something of resources of the region, the landmarks and icons, and the movement of ideas across the region. (A little in-depth of the history and culture will help a lot)

4- CULTURAL MAP

If you are working with one country or in exchange, take time to learn a little about the culture. Even though it is just an online project, if you understand the country a little more, differences will not be such a daunting problem. Cultural differences will prove to be quite interesting.

5- HIGH TECH TO LOW TECH

There are many levels of technology in international places all over the world. Usually a project has a certain level of technology that is required, but be aware of the rules for the project. Some people pay for the time they are online. Keep with the rules. Don't do extra email unless it is called for.

6- POLITICS

It is a good idea to read the newspapers of the country you are working with if it is one country. You get windows of information, information about holidays, and special events, and unusual news and tragedy. There are lots of sites that give this information. You might also peruse the Embassy website for information.
7- TIME

Choose a world time site or set of sites. (for example, http://www.kidlink.org/KIDPROJ/test/dualclock.html) There may be other resources, such as a different interactive maps, times, tides, and holidays.

8- REGION

What is the region like if you are working with a country? How does this affect the country? What are the resources of the region? The industry? Who are the people who live here? What is the historical culture? Indigenous resources? Natural features? What would be on their disaster map?

9- RELIGION

Religion is a part of the culture of a country. What are the prevailing religions or religion, and what are the ways in which this might be reflected in your project?

10- CULTURE

There is pop culture and there is culture. We have media culture and fast food culture and some icons of our country that are a part of world culture based on the media. As we are a young country, there are elements of culture and history of other countries that may not be so important to us. But in other countries, as you work or travel, you will find that culture with a capital "C" is really important. It is more than Mickey Mouse, McDonalds, and Mattell. Be aware that there may be a lot of misrepresentation of countries from a cultural perspective in the US. We may also have only a small knowledge of the history as well. The cultural map may be the most important of all.

Source: Bonnie Bracey, World Summit for Children, E-mail: bbracey@aol.com, http://www.iearnlb.org/bridge/f2f/onlcoltips.htm
iEARN Tips for Teacher Success

Visit the Teachers Forum to find out who is active and what they are doing. If you do develop a partnership with a particular teacher, there are some general details you and your partner may wish to sort out before the students start transmitting messages.

These may include:

- number of students in respective classes
- how the respective teachers plan to incorporate the exchanges into their classroom activities
- school holiday schedules
- how much time will be spent on planning and preparing the first transmissions
- who will initiate transmission and when
- date by when responses will follow

This kind of planning can be done via email, or even on the Teachers Forum itself, as this may draw additional partners into your planning and activities.

- Try to create a globally aware classroom/school environment. The collaborative, community nature of iEARN may provide a very different online experience to those young people who are used to "anonymous" correspondences on the web. Having systems for students to better understand the interconnectedness of the world will make their online collaboration with global peers much richer. 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 other’s 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. An example might be “dirty blond hair”.

- The single most important thing you can do to have a successful collaboration is to build a strong relationship with your partner class. Many iEARN classrooms have poor internet connections, large class sizes and other difficulties. The strength of the relationship can help partners to overcome problems, and all partners need encouragement and patience at times.

Source: Project Starter Kit for Online Collaborations
Submitted by Jennifer Geist
Bridges to Understanding
Seattle, WA
December 2006
Suggestions for Successful Project Participation

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Source: Connecting Cultures... A Teacher's Guide to a Global Classroom, iEARN-USA, 2001
Posting a Class Introduction to the online iEARN Forums

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.

Source: It Takes Many Villages to Build a World: Honoring People and Learning
Tips for Preparing Students for Online Collaboration

1. Try this Telecommunicating Activity:
   - Have pairs of students sit with their backs to each other. Assign them a topic (tell about your weekend, a book you read, a problem you are aware of) and have them write on one piece of paper, passing it back and forth.
   - Join the whole class together and discuss what worked and what did not.
   - Discuss ways of making it work better. Generate a list of guidelines to post in class.
   - Distinguish between public forums and private email.

2. Compose an introductory email/posting as a class.
   - Consider an interesting Subject Heading to entice readers.
   - Review the Tips for Successful International Communication (attached).
   - Edit as a class and post to the forum.

3. Individual student postings:
   - Students may sign in under your account and post under your name.
   - You may also assign individual accounts to each student. (To do so, sign into Membership Database. You should be on your iEARN page. At the bottom see Click HERE to add students.)
   - Have students agree to the rules of the Buddy Support Contract (attached).
   - Establish peer editing system while posting initial messages. Have students read their partners message aloud to see if it sounds the way it was intended to.
   - Allow students to discuss how messages could be clarified or made more interesting.
   - Introduce the Response Rubric for Project Forums and Email Postings (attached) for students to follow as they reply to others.

4. Be sure to have Permission Forms (attached) for all participating students or check for Internet Rules in your area.

Source: Adaptation from the Project Starter Kit for Online Collaborations by Jennifer Geist (2006).
iEARN Permission Form for Internet Technologies

In our classroom, we may be using internet technologies to support our curricular learning including opportunities for email, website publishing, video production, and videoconferencing to learn and connect with schools in Qatar and around the world through the International Education and Resource Network (iEARN).

Within these opportunities, please consider the following permission for your child to communicate his/her writing, artwork, and documents of classroom learning including digital images and video online.

My child has permission to:

Write and read curricular topic email messages with students and teachers in schools around the world with whom we are doing curricular topic projects

Have his/her curricular topic artwork on a classroom website and iEARN website

Have his/her digital image in curricular project activities on a classroom and iEARN website

Have his/her image in curricular project videos shared with other schools in iEARN, on the classroom website and iEARN website

Comments:

Student Name

Parent Name

Parent Signature

Date

Source: Adaptation from the Project Starter Kit for Online Collaborations by Jennifer Geist (2006)
The iEARN Buddy Support Contract (for Students)

This contract is an effort to help us all to stay respectfully in the bounds of internet use/discussion forums of the iEARN network. This means to work in a productive, respectful manner that will result in a positive connection between our classroom, our school, and our iEARN world. We also acknowledge the importance of supporting each other in our endeavors.

The following are items that I have agreed to:

1. 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.

2. 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.

3. I will do this by verbally saying that I am uncomfortable with what is happening.

4. I will ask my classmate to change the discussion format to a respectful, appropriate message.

5. 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.

6. 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.

7. If I am the one typing, and my buddy tells me that he/she is uncomfortable with my typing, I will stop.

8. Even if my classmate is a good friend, I will honor our joint commitment to this contract.

9. 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, and our iEARN world.

______________________________________________(my name)

________________________________________(my buddy’s name)

Dated on _____________________

Source: Adaptation from the Project Starter Kit for Online Collaborations by Jennifer Geist (2006). Contract developed by the first iEARN Learning Circle class at the Edmonds Cyberschool, USA.
iEARN Tips for Successful International Communication

**Names:** Do not assume that other students will know if you are male or female by your first name. If you want them to know that you are male or female, tell them.

**Metric:** Almost all countries use the metric system for measurement (except a few). Science Made Simple has a metric converter that is easy to use in case you need it. [http://www.sciencemadesimple.com/conversions.html](http://www.sciencemadesimple.com/conversions.html)

**Slang:** For most people, English will be their second language. Please try to refrain from using slang expressions. If you use them, please be sure to explain what they mean.

**Language:** Remember how tedious it is to look up words in a dictionary. Use simple English words. Consider how phrases are translated literally. Can you imagine what someone would think if you wrote you had dirty blond hair? (In the English language, it a hair color)

**Abbreviations:** Explain abbreviations when you use them.

**Time:** Remember that most of the world uses a 24 hour clock. However, some countries use the 12 hour clock. Three in the morning (3 am) is equivalent to 3:00. Three in the afternoon (3 pm) is equivalent to 15:00. (You remove 12 to number for the P.M. hours)

**Dates:** Most other countries will write dates with the day, month, year or even year, day, month. Others (like US) write month, day, year. Write out the name of the month to avoid confusion.

**Humor:** Remember the reader cannot see your face in your communication. Humor may often be interpreted literally and misunderstood. Use emoticons (smiley faces and other symbols) and punctuation such as asterisks to make emphasis. Be certain to state your emotions; do not assume they are known.

**Spelling:** Most of the world learns British English language rather than US English. However, iEARN-Qatar uses US English.

  **Words such as ‘centre’ or ‘colour’ may look misspelled to you but are correct for them.**

**Source:** Adaptation from the Project Starter Kit for Online Collaborations by Jennifer Geist (2006).
Netiquette

We expect other drivers to observe the rules of the road. The same is true as we travel through cyberspace. That's where netiquette, a term allegedly coined from either network etiquette or Internet etiquette, comes in handy.

To guide you through your online communications, keep these pointers in mind:

1. Avoid writing e-mail or posting messages in blogs, newsgroups, forums, chat rooms and other online venues using all capital letters. IT LOOKS LIKE YOU'RE SHOUTING! Not only that, it's difficult to read.

2. When you talk with someone, the tone and inflections of your voice convey great meaning. To add personality and humor to your messages, use smileys, also known as emoticons, expressions you create using the characters on your keyboard. Below are some of the more popular smileys. Can you guess what they mean? Roll your cursor over each one to find out. For more inspiration with smileys and emoticons, visit Netlingo at http://netlingo.com/smiley.php.

3. Keep your written communications focused. This is true whether sending e-mail or posting messages online. Few people like reading lengthy text on a computer screen. Many people now receive e-mail on mobile phones and other portable devices. Tiny screens make reading e-mail challenging.

4. To shorten messages, use common abbreviations:
   a. < BTW > means By the Way.
   b. A < G > enclosed in brackets indicates grinning.
   c. A good one to keep handy in case you're worried about offending someone is < IMHO > -- In My Humble Opinion.
   d. One of our favorites is < ROTFL >, which stands for Rolling on the Floor Laughing. A shortened version is < LOL >--Laughing Out Loud. And if you get called away while chatting online, try < BRB >--Be Right Back.
   e. For help with abbreviations, consult a dictionary of Internet Slang at http://www.internetslang.com/.

5. Remember that comments you post to a blog, newsgroup, forum or website and write during a public chat session are publicly available. You never know who's reading it or who may copy and spread it around. It could come back to haunt you.
6. Stick to the topic when posting a message. Don't indiscriminately post unrelated comments, or worse--advertisements. This practice, known as spamming, will quickly lead to another unpleasant Internet practice, flaming. What is flaming? Sometimes you might offend someone unintentionally. Be prepared to read some angry responses or be treated rudely in a public discussion. This is called being flamed. If you retaliate, you may spark a flame war. To contain the heat, the best response usually is no response at all--or a heartfelt apology.

7. When sending e-mail, make sure that the subject line accurately describes what the message is about. If the topic changes during a string of messages, alter the subject line.

8. If you post a commercial message or send it as an e-mail, clearly identify it in the subject line. That way people who aren't interested can quickly delete it.

9. FAQs (Frequently Asked Questions) are handy documents to read before asking questions. Always consult them whenever available.

10. Electronic communications may seem ephemeral, but when you hit the Delete key, they don't go away. In all likelihood, your missives are stored on a mail server and can be retrieved. Think twice before you send e-mail. Consider all your electronic communications to be public and act accordingly. The same holds true for comments you post. They usually can't be retracted and live on and on.

Netiquette isn't something you learn overnight, so don't let your fear of not knowing online protocol hold you back. For more tips, visit the Wikipedia's netiquette article.

Student Guidelines for forum usage

As an iEARN student you have the freedom to participate in any forum of your choosing. It is also preferable to answer messages that have not been answered yet.

Introduction to Forums:

- When you answer or post a message it is important for you to state your name and the country you are from.
- When you add a discussion or post a new message, be sure to take part in at least two or three other messages in the forums.
- Students in iEARN are free to post in any language; this is why it is important for you as an iEARN student to respect others when you do not understand the language.
- Also be aware of the fact that most of the iEARN participants post messages in a language that is not their first, so be patient and work with them.
- If possible, and it will be helpful for you as an iEARN student to try to learn a few words in their first language, so that they can feel comfortable and welcome.
- When conveying your ideas, it is okay to express your mind and share your opinions, but always convey your ideas with respect towards others. And be aware of the fact that iEARN is a global community, made up of people from diverse backgrounds, traditions and lifestyles.
- Our most populated forum is the Youth Room forum, which is located under GENERAL.

Once inside GENERAL, click on the link that says General Meeting area, then to your right click on Youth Room.

- In this forum you will introduce yourself and through online discussions get well acquainted with iEARN's global community.

--> Not yet registered? Ask your teacher to create a User Name and Password for you.

Source: Tips to Students for Getting Started and Working in iEARN's Online Forums (compiled by Nuria Peguero, Student, New York City, USA)
iEARN Response Rubric for Project Forums and Email Postings

Thoughtful responses to the postings of global peers generate ongoing, in-depth dialogues on important iEARN project topics, issues and actions. The following rubric components have proven helpful to students as they prepare and post project forum and email responses to global peers.

<table>
<thead>
<tr>
<th>Writing Rubric for iEARN Project Forum &amp; Email Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begin with a thank you and compliments to the author(s) of the posting. Include an introduction of yourself, classroom and school community.</td>
</tr>
<tr>
<td>2. Comment on the specific content presented in the posting, i.e. topic(s) addressed, important insights, ideas, reflections, experiences, perspectives, concerns, issues addressed by the author(s) in posting. Comment on how the content of the posting makes contributions to and builds understanding of important project topics, issues, and actions.</td>
</tr>
<tr>
<td>3. Make connections of commonalities and diversities between the content of the posting and your own experiences, ideas, insights, perspectives, reflections, understandings.</td>
</tr>
<tr>
<td>4. Contribute ideas on how the content of and understandings from the posting suggest actions that project participants can take to make positive differences within your local to global communities.</td>
</tr>
<tr>
<td>5. Ask thoughtful questions of inquiry to extend the dialogue with the author of the posting and all project participants, for example:</td>
</tr>
<tr>
<td>• ask questions for further clarification</td>
</tr>
<tr>
<td>• ask for additional information to learn more</td>
</tr>
<tr>
<td>• ask the author’s opinion on positive actions that could be taken with ideas, reflections, experiences, &amp; concerns shared in the posting</td>
</tr>
<tr>
<td>• ask questions on how support can be provided for issues/actions addressed in the posting, what are partners hopes and ideas offer your ideas, hopes, and purposes for ongoing collaboration.</td>
</tr>
</tbody>
</table>

Getting Started

Important points to remember when doing an iEARN Project

In School

1. Inform the school administration and get their approval and support.

2. Discuss the project with your students and get their feedback. Prepare your students for the online interaction and collaboration.

3. Follow the guides to help you pre-plan your project, plan it, implement it and conclude your project.

iEARN Collaboration Centre (iEARN International)

1. Register & create an account on iearn.org

2. Introduce yourself in iEARN Collaboration Centre & make contact in the forum of the project you have chosen. The project facilitator of the project may help you to find a partner to work with.

Online Professional Development Course (iEARN-Qatar)

1. Introduce yourself in the iEARN Project forum on the ROTA knowledge Network and follow the activities during the 6 steps.

Presentation of your project (school & community)

1. Prepare to showcase your project in your school and or community.

2. Participate in the iEARN-Qatar Open House Celebration. Reach Out To Asia (ROTA) organizes an Open House every June to give students and teachers the chance to display their work and achievements and showcase their iEARN projects for the school year.
Where You Will Be Working

Your Classroom
You will work on the projects with your students at your school.

http://kn.rota.org/

IEARN Collaboration Centre
the International IEARN Community ONLINE
You will share your work with other teachers and your students will communicate with other students.

http://collaborate.iearn.org

ROTA Knowledge Network
the IEARN-Qatar Community ONLINE
You will work individually and in groups with other teachers, and share your work with them.

This section is for teachers who will join the Online Professional Development
A Pre-Planning Guide

1. Connecting to an iEARN project

Look at possible iEARN projects that will help you cover your standards
Which project might help you to achieve that? Why do you think so?

2. Mapping a project to the curriculum standards (Correlate to your curriculum objectives)

Make sure to correlate the project learning objectives of the project you select will help you cover your curriculum standards

3. Learning outcomes (from curriculum standards) and 2-3 real-world skills (from the 21st Century)

- Identify and select 2-3 important learning outcomes (from your curriculum standard) you want to cover (mapping to curriculum standards)
- Identify and select 2-3 real-world skills of the 21st Century skills set

4. The big picture

Before you start planning and selecting a project, try to look at the big picture.
What do you want your students to learn with you? (Knowledge, Attitude and Skills)

5. Scope of project

Decide on the scope of your project (how big or small? Also think of timeframe & locate resources)

6. Project outcomes

Choose possible project outcomes that will help you achieve your previously selected learning outcomes and real-world skills

Please note that these activities need to be done at the same, with a back and forth method to make sure that, the project you select will help you cover your curriculum standards and be appropriate for your age group.
Project Planning Elements Overview

- Curriculum Area
  - Leading Question
  - Mapping to Curriculum Standards
  - Student Learning Objectives

- Timelines
- Outcomes
- Rubrics
  - Informal Assessment
  - Formal

- Activities and Strategies
  - Introductory activities
  - Independent activities
  - Guided activities
  - Closing activities

- Communication and Sharing

- Resources
  - Human
  - Teachers Role and Responsibilities
  - Admin Role and Responsibilities

- Physical

- Students Role and Responsibilities
1 - Connecting to an iEARN project

How to select a project that is good for your class?

1. Know your curriculum standards
2. Have a look at some iEARN projects in your subject areas; select a project that would be interesting for your students and that would help you cover your curriculum standard and other knowledge, skills & attitudes you feel are worth it to spend time on.

You will find the whole list of projects in the iEARN Project Book (Section 10 or this handbook), or visit the iEARN Collaboration Centre at: https://iearn.org/cc/space-2 to browse other project descriptions.

Select a project

Why you think this project would be suitable for your classroom.

2 - Mapping your project to your curriculum standards

You have to make sure that you associate the project learning objectives to your curriculum standards.

How to select your curriculum standards for your project?

- To begin with, you need to know exactly what your curriculum standards, requires you to teach.
- Then think: ‘less is better’. Use 2-3 important standards as the focus for your project.
- Please note: According to the Buck Institute for Education and Boise State University, Department of Educational Technology website, the literacy of students is a major concern in schools. Therefore, they suggest including at least one literacy outcome minimum in your main project outcome/product that will be assessing writing, speaking or reading strategies.
  Source from: pbl-online.org/

Be specific – List the curriculum standards that match the project you have selected
Solar Cooking Project

Description: Participants are invited to experiment with alternative energy uses by making, testing, and using solar cookers. Recipes, construction tips, experiments and research findings will be shared and compiled on a web site. Among the activities: A) Design original solar oven. B) Compare insulation materials. E) Compare the effects of climate changes on solar cooking. F) Create an advertisement for solar cooking. G) Debate the use of solar cookers. H) Write letters to local newspapers about the benefits of using solar energy. I) Create a web page about solar cooking. J) Write and present a public service announcement for radio or TV about the need to conserve energy, deforestation issues in third world countries, the problems with fossil fuels, the greenhouse effect, or global warming. K) Create a mural depicting the history of solar energy. M) Compile a solar cookbook with tips on converting standard recipes to solar oven recipes. O) Fundraise to sponsor solar cookers in refugee camps and developing countries.
3 - Learning outcomes and real-world skills

The advantage with project-based learning (PBL) is that you can plan simultaneous outcomes in a project that meet diverse educational goals.

Identify and select 2-3 important learning outcomes (from your curriculum standard) you want to cover during your project:

<table>
<thead>
<tr>
<th>Learning outcomes (from your curriculum standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
</tr>
</tbody>
</table>

Note: Learning objectives are typically written at the level of the lesson plan, with one or more content objectives for each lesson.

Identify and select 2-3 real-world skills of the 21st Century skills:

<table>
<thead>
<tr>
<th>Real-world skills (21st Century skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
4 - The Big Picture

Project Based Learning is a powerful but challenging instructional method that requires **vision, structure, and a solid understanding** of the learning process.

What do you want your students to learn with you? (Knowledge, Attitude and Skills)

| What knowledge, skills and attitude do I want my students to acquire this term? |
|-----------------|-----------------|-----------------|
| Knowledge       | Skills          | Attitude        |
|                 |                 |                 |

5 - Scope of project

Decide the scope of your project. How big or how small should be your project? There is no right answer, but be realistic! Plan things that you believe you can actually and reasonably accomplish!

- It depends on the time that you have to work on this project. Most projects are conducted over a two to three week period. However, experiences teachers may prefer projects lasting six weeks or more.
- How skilled you are at project-based learning. If you are new to it, it may make sense to start small.
- For the scope of your project, think about: Do you need people to help you? How many human resources do you have available to work on your project? Do you have access to the physical resources you need? For example, if you decide to do a large research on the computers but the computers are always booked and rarely available for you to use, you may have to rethink the scope of your project.

<p>| |</p>
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</table>
6 - Project Outcomes

When you start a project (any project), you need to have a clear idea of what you want to achieve. Project outcomes indicate the final product(s) or end result you wish to achieve.

**So, when you plan the outcomes, begin with the end in mind!** What will be the final product(s) or the end result of your project?

By selecting the outcome(s) of your project early, it will improve your ability to plan for your project because it will give you a sense of direction.

It will also help you to **communicate the purpose and context of your project to your students.**

**Define your project Outcomes**

<table>
<thead>
<tr>
<th>Outcome(s) of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to achieve? What will be the final product(s) for your project?</td>
</tr>
</tbody>
</table>

The outcomes in projects are both content-driven and performance oriented. PBL therefore requires assessments that effectively measure academic achievement and the application of knowledge. For those reasons, rubrics are essential to PBL. (More in the assessment section)

**Source** from: pbl-online.org/
SMART

Make your project outcomes SMART:

- **Specific:** you need to be clear on what your students will have accomplished at the end of your project.
- **Measurable:** you should be able to assess your student work at the end of the project.
- **Attainable (or achievable):** students need to be able to complete the project during the time frame of your project. Also, they need the resources and time to do it.
- **Relevant (or realistic):** Your project and activities should be relevant and realistic to the curriculum you have to cover as well as relevant to their daily life, so students can be engaged in their own learning. Learning needs to be meaningful!
- **Time-bound:** you need to plan accurately the time it will take for each of your activities described in your plan so you can achieve your project outcomes!

**Summary of pre-planning activities:**

So far, you have:

- looked at possible iEARN projects that will help you cover your standards
- looked at the project learning objectives and tried to correlate to your curriculum objectives
- selected 2-3 important learning outcomes (from your curriculum standards) you want to cover
- selected 2-3 real-world skills of the 21st Century skills
- looked at the big picture
- decided on the scope of your project
- chosen some possible project outcomes that will help you achieve your previously selected learning outcomes and real-world skills
What is next?

**Homework Activities**

**To do before Workshop B**

1. **Create an account** on [www.iearn.org](http://www.iearn.org) & record your *username & password* (see *Tutorial to Navigate iEARN Project* in this handbook).

2. **The Pre-Planning exercise:** This could be useful as a preparation for your own project plan.

**To bring to Workshop B:**

1. Bring to Workshop B your *username & password* for the iearn.org website.

**Homework: Pre-Planning Exercise**

Before starting your project plan, you need to have a good idea of what you would like to achieve. This is the pre-planning activity, and it is to be completed before planning your own project plan.

**Resources needed:**

- List of iEARN projects (from Section 10 of this handbook, or online at: [iearn.org/collaboration](http://iearn.org/collaboration))
- Your Curriculum Standards (here’s a link to SEC curriculum Standards: [www.english.education.gov.qa/section/sec/education_institute/cso](http://www.english.education.gov.qa/section/sec/education_institute/cso))
- 21st Century skills list (from Section 4 of this handbook)
- SMART Model (from Section 4 of this handbook)
- The Pre-Planning Guide (from Section 6 of this handbook)
- Homework: Pre-planning worksheet (next page)

**Steps to follow:**

1. Follow the *Pre-Planning Guide* (from Section 6) which covers all the steps to help you to successfully complete the *Pre-Planning Activity*.

Please be aware that these steps are not necessary done in a linear fashion, but more in a loop fashion going over them more than once.
Homework: Pre-Planning Worksheet

Please review the *Pre-Planning Guide* (from Section 6 of this handbook) to help you complete this worksheet.

**Select a project**

Explain why you think this project would be suitable for your classroom.

**Your curriculum standards**

Be specific – List the curriculum standards that match the project you have selected.

**Learning Outcomes**

Identify and select 2-3 important learning outcomes (from your curriculum standard) that you want to cover during your project:

<table>
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<td>•</td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
</tbody>
</table>
21st Century Skills

Identify and select 2 to 3 real-world skills that you will focus on of the 21st Century skills (refer to the 21st Century skills document in Section 4):

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>•</td>
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<td>•</td>
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</tbody>
</table>

The Big Picture

What do you want your students to learn with you? (Knowledge, Attitude and Skills)

<table>
<thead>
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<th>What knowledge, skills and attitude do I want my students to acquire this term?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>-----------</td>
</tr>
</tbody>
</table>

Scope of Project

How much time & resources do you have to work on your project? Decide on the scope of your project. How big/small will the project be?
Define your project Outcomes

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<th>Outcome(s) of Project</th>
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<td>What do you want to achieve? What will be the final product(s) of your project?</td>
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- looked at the project learning objectives and tried to correlate to your curriculum objectives
- selected 2-3 important learning outcomes (from your curriculum standards) you want to cover
- selected 2-3 real-world skills of the 21st Century skills set
- looked at the big picture
- decided on the scope of your project
- chosen some possible project outcomes that will help you achieve your previously selected learning outcomes and real-world skills

What is next?

The main Planning Activity will start in **Workshop B** with the help of facilitators.

Make sure you are ready for it!
Tutorial to Navigate

iEARN Collaboration Centre Website

More than 100 Active Global Projects
Browse a few of our featured projects or search for those of interest to you!

Talking Kites Around the World
A tradition of flying kites with personal and group images of our dreams for a better world in the footsteps of J. Korczak
- 32 Countries
- International Studies/Global Issues

Group Facilitators:
Busty Huffman, SIEE!

Machinto - Hiroshima for Peace
What Hiroshima-Nagasaki mean today after 70 years.
- 24 Countries
- Interdisciplinary

You can also review these online tutorials if you need more help:
https://sites.google.com/site/iearncollaborationcentrehelp/
iEARN Collaboration Centre
www.iearn.org

In the iEARN Collaboration Centre, you will share your work with other teachers and your students will communicate with other students within the international iEARN community.

You will access mainly the following sections:

**Home**

This is where you can join and create an account.

**Collaboration**

In this section there are 3 main spaces:

**iEARN Projects Space:**

The iEARN Project Space give you access to all projects. When you pick a project, you have access to all its information:

- Project description
- Project facilitator(s)
- Link to project forum and gallery (album)

You need to “Join Group” in order to be able to post a message in the group's forum.

**Learning Circles Space:**

Learning Circles are highly interactive, project-based partnerships among a small number of schools located throughout the world. There are two sessions each year.

**iEARN General Discussion Space:**

This is where you have access to all forums that are not specific to projects. You have access to Teachers and Students Forums. This where you can participate in the teachers forum, and introduce yourself and your class as a start. This is also where your students can access the Students’ forum.

**Member Dashboard**

This section is where you have access to:

- Your profile and account
- Students and teachers registration
- Register for online courses offered by iEARN International

Therefore, you need to learn how to (see the tutorial):

A. Create an account and become a member
B. Login
C. Introduce yourself and meet others!
D. Browse projects
E. Edit your Profile/Account and Register Students
A. How to create an account and become a member

Go to: **www.iearn.org**
and click Sign in/Sign up in the top right corner

On the next page, click on **Educators or Adults connect here >**

Fill in the form, then on the bottom right of the page click on **Get Connected with iEARN**

Please, write down your **Username & Password** so you don’t forget them!

Also, be sure to complete the **full registration process**. You can find the link to "complete your profile" on the **Member Dashboard** page.
Part B. Login

1. Go to: [https://iearn.org/cc/login](https://iearn.org/cc/login)
2. Enter your Username & Password
3. Click on Login
4. If you have forgotten your Password:
   a - click Sign in/Sign up in the top right corner
   b - Click on Trouble Logging In?
Part C. Introducing yourself and meeting others

1. Log-in to: https://iearn.org/collaboration

2. At the bottom of this page you will find 3 spaces:
   - iEARN Projects space
   - Learning Circles space
   - iEARN General Discussion space

3. Click on iEARN General Discussion space
4. On this page click on **Teachers Forum**

5. In the **Teachers Forum** page, click on **Forum**

6. In the **Forum** page, click on **Add Topic**
7. Write the title of your comment in the Topic Name section, and fill in your comment in the Content box.

Note: You may add attachments to your post that are up to 32MB in size. Below are the acceptable types of attachments:

- Images: jpg, png, gif
- File: bmp, tif, psd, svg, pdf, doc, docx, xls, xlsx, rtf, txt, mp3, wav, aiff, mid, ogg, mp4, ppt, pptx
- Videos: mpeg, avi, ram, mov, wmv, swf

8. When you are done, click on Save Topic at the bottom right and your post will go on the forum!

**Part D. Browsing Projects**

1. Click on **Collaboration**

2. Click on **Projects**, then **iEARN projects space**

On the left side of the page you can search for projects. You can search by **title, keywords, age, language subjects**, or click on **View all** for an alphabetical list of all projects!
3. Make your selection and the project page will appear (on this example: *Connecting Math to Our Lives*)

a) **Forum**: Where you and your students can post your work and interact with others in the group.

b) **Gallery**: Where all the file attachments are displayed. (Images, Power Point presentations, movies, etc, ...)

![Forum and Gallery Screenshot](image-url)
Part E. Editing your Profile/Account and Registering Students

My Profile/Account

On the upper left side of the page, click on the Dashboard.

Click on My Account to edit your email or password, OR click on My Profile to edit your information.

Registering Students

On the left side of My Profile page, click on Student Management

1. On the left side of the page, click on Manually Register Students

2. Let the student fill in the form and then click Register