



# Online Exchanges and Global Collaborations for Every Classroom



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## A Resource Packet for Educators

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## Connecting Your Classroom Globally: Examining the Options

	Communication Channel(s)	Outcome	Type of Interaction	Events/ Interactions	Discussion Forums (Teacher or Student)	Age	Cost	Description/Notes
<p><b>Books as Bridges</b></p> <p><i>"Started in 2007; sends more than 150,000 books each year to over 40 developing countries."</i></p>	Letters, Mailed packages of culture kits, E-mail (when available)	Correspond with a partner classroom in another country	Class-to-Class; One-on-One	Asynchronous	None	K-12	\$200	Also includes a service-learning project, an interactive cultural literacy lesson, cultural activities, a curriculum guide, and a pen pal prep session to introduce students to life in their partner country.
<p><b>Bridges to Understanding*</b></p> <p><i>"Partner schools in: Azerbaijan, Guatemala, India, Kenya, Lithuania, Peru, South Africa and the US."</i></p>	Students create digital stories (videos) to share; teacher-facilitated online dialoging (text)	Digital storytelling	Class-to-Class	Asynchronous	Both	Middle and High School	Varies by program. Range= \$45-\$200	Digital storytelling uses available web tools to weave images, voice, narration and music. <b>NOTE:</b> Full program not currently available. Some videos may be viewed on website.
<p><b>CAPspace Collaborations Around the Planet</b></p> <p><i>"There are currently 10,052 educators from 40 countries registered at CAPspace."</i></p>	Videoconferencing  <i>Some events require H.323 or H.320 Polycom equipment. For collaborations, teachers may choose to use other technologies.</i>	Collaborative videoconferencing projects and events	Class-to-Class, Teacher-to-Teacher	Synchronous and Asynchronous	Teacher	K-12	Free to find your own partner; to attend hosted "events" may have a cost.	Create and advertise your own collaborative videoconference projects to educators around the world. Browse and join projects posted by other educators.

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<b>Challenge 20/20</b>	Teleconferencing, chat rooms, web platforms	Local-level solutions to global problems	Class-to-Class	Synchronous and Asynchronous	Both via Ning platform	K-12	Free	Team(s) will choose a global problem to work on; identify and propose local solutions. Deadline for 2011 – 12 applications was 9/26/11, but late applications may be accepted.
<b>Darfur Dream Team Sister Schools Program</b>  <i>"225 partner schools working with 12 Darfuri refugee camps in eastern Chad."</i>	Video blogging, Letter/picture exchanges, care packages	Communication link with Darfuri students	Class-to-Class	Asynchronous	None	Middle and High School, University	Free-contribution to sister school encouraged	Can share experience through online reports; organize event speakers
<b>ePals</b>  <i>"The world's largest K-12 learning network, ePals Global Community™ consists of more than 700,000 educators and reaches more than 25 million students and parents in 200 countries and territories."</i>	Email, Community Forums, Classroom Match	Email-based collaborative projects	Class-to-Class, One-on-One	Asynchronous	Both	K-12	Free for ePals Global Community; other paid products also available	Blogging & projects; Possible customized projects; Embedded translation software; Students use ePals email accounts and teachers may monitor emails.

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<b>Flat Classroom</b> <i>Founded in 2006; conferences held in China, Qatar, Hong Kong and India.</i>  <i>*Project organizer Julie Lindsay is current E-Learning Coordinator at Beijing International School in China.</i>	Web 2.0 tools; 4 Online locations: Google Class for teachers, Ning, Wiki, Elluminate (virtual classroom). Videos from past conferences,	Four mandatory components including: an audio or video introduction, a written collaborative report using a wiki, a personal multimedia response (digital story/video), and a post project reflection.	Teacher-to-Teacher	Synchronous and Asynchronous	Both	Primarily High School, ages 14-18	\$65/year- Includes 15 students. \$3.50 per-student fee above 15.	Students work in small groups across countries. 8-10 weeks in duration. Will run twice in 2011-12 school year, starting in September and January. Application deadline was September 1.
<b>Flat Classroom: A Week in the Life</b>	Web 2.0 tools, Flickr, Skype, Web booklets, Project Wiki, Ellumiate, Access to Flat Classroom Educator Network	Video, audio, pictures, slideshow, cartoons, etc.	Class-to-Class	Synchronous and Asynchronous	Both	Grades 3 – 5 (ages 8 – 10)	\$50/year- Includes 15 students. \$2.50 per student fee above 15.	Projects address three topics: 1. What are the similarities and differences among children? 2. How can we connect through our commonalities? 3. How does where you live impact your topic?
<b>The Global Education Collaborative</b>  <i>NOTE: Global Education Conference, free, all online, November 14-18, 2011.</i>	Forums, Discussions, Groups, Blogs	Network for educators seeking to globalize their classrooms	Teacher-to-Teacher	Synchronous and/or Asynchronous	Teacher	K-12 and beyond	Free	Any kind of project possible. An online community where teachers can propose, initiate, or find a global collaborative project

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<b>Global Gateway-Pulitzer Center</b>  <i>In-depth programs developed in St. Louis, Chicago, and Washington, D.C.</i>	School visits, Reporter blogs	Video, Online dialoging	Class-to-Reporter	Synchronous and Asynchronous	None	Primarily High School	Free	Access to unique news stories, Multidisciplinary approach
<b>Global Nomads Group (GNG)</b>  <i>"Founded in 1998;GNG has connected students through videoconferencing in Bolivia, Brazil, Burma, Chad, China, Egypt, India, Iraq, Japan and other countries."</i>	Primarily videoconferencing; Some programs now using internet tools	Videoconferencing provides open dialogues with structured themes; participating classes select student moderators for discussions	Class-to-Class or Multi-Point	Synchronous	None	Middle and High School	Varies by program and product; \$300/year and up for membership; May be free for "underprivileged" schools and some web-based events	Programs are broadcast during the day and cover civics, social and global studies, geography, world history, science, economics and politics. Programs are directly linked to school curricula.
<b>Global SchoolNet (GSN)</b>  <i>Launched in 1984; "45,000 schools worldwide representing two million students from 109 countries have participated in GSN programs (including China)."</i>	Various	Web and research projects, "CyberFair" entries, Online games, Letters, Virtual exhibits	Class-to-Class, One-on-One	Asynchronous	None	K-12	Free or \$45 to become a contributing member	Project Registry to find/announce projects. Projects cover topics including: terrorism, the mathematics of music, exploring innovative waste management solutions, creative storytelling, online safety and global warming.

	Communication Channel(s)	Outcome	Type of Interaction	Events/ Interactions	Discussion Forums (Teacher or Student)	Age	Cost	Description/Notes
<b>Global Virtual Classroom</b>	Video, Audio, Videoconferencing, Podcasts	Cultural exchange, Collaborative activities, Web design, Electronic postcards	Class-to-Class, One-on-One, Teacher-to-Teacher	Synchronous and Asynchronous	Secure, private discussion forums	6 – 18 years old	Free	Multi-national, on-line cooperation. Teacher and student collaboration tips and resources
<b>iEARN</b>  <i>Founded in 1988; "made up of over 30,000 schools and youth organizations in more than 130 countries."</i>  <i>*iEarn China programs: <a href="http://www.iearn.org/country/iearn-china">http://www.iearn.org/country/iearn-china</a></i>	Online forums, Multiple modes	Wide variety of web-based, collaborative projects	Class-to-Class	Asynchronous	Both	K-12	Contact iEARN for pricing	Over 150 projects to choose from. Project themes vary from global art to "One Day in the Life" photo diaries
<b>Kidlink</b>  <i>"Since the start in 1990, used by children from 176 countries."</i>	Online forums, Blogging, Protected Kidmail and chat environment	Variety of projects, including Poetry, Digital storytelling, eCards, Cookbooks and KIDART	Class-to-Class, One-on-One	Synchronous and Asynchronous	Both	K-12	Free	Teacher spaces for ideas on how to implement collaborative project. Hosted on a social networking site. Based in Sweden
<b>MY HERO Learning Circle</b>	Videoconferencing (Skype), Global forums	Essays, Artwork, Audio, Drama, and Short films	Class-to-Class	Asynchronous	Both	K-12	Free	Global collaboration on heroism. In partnership with iEARN. Participants receive support materials such as training DVD, postcards and step-by-step tutorials

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<b>New School</b>	Online forums, Blogging, Photos, Videos	Wiki pages, Profiles, Fundraising activities, eCards, Music, Videos	Class-to-Class, One-on-One, Teacher-to-Teacher	Synchronous and Asynchronous	Teacher	Middle and High School	Free	Student-led, teacher-facilitated global connections. Brings students together from around the world to chat, discuss, listen, learn, solve problems, and help each other
<b>OneWorld Classrooms</b>  <i>"Began in 1999 as the Creative Connections Project... Since then, we have involved over 9,400 classrooms from all around the world."</i>	Global Exploration through PowerPoint/Art/Music Exchange	Art, Video, Music	Class-to-Class, One-on-One	Asynchronous	None	K-12	\$50-\$100 per art exchange; substantial amount of free content on site including online "travel."	Student-to Student Language Lab gives free access to "modules" with students speaking native tongue; you can also add your own module. Adding new free registry for teachers looking for a partner school overseas project
<b>Online Model United Nations (O-MUN)</b>	Multi-user webcam, Polling and voting, Guest participation, Country representation, "Raising the placard", a Virtual "projector", Blackboard		Class-to-Class, One-on-One	Synchronous and Asynchronous	Both	Secondary and High School students	Free	Register to participate in pan-continental debates, organize online spaces for school Model UN programs and get help creating Model UN clubs at your school.

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<p><b>Peace Corps Coverdell World Wise Schools</b></p> <p><i>"Since its inception in 1989 has helped more than 3 million U.S. students communicate directly with Peace Corps Volunteers all over the world."</i></p>	Connects your classroom with a current Peace Corps volunteer	Letters, e-mail (where possible), photographs, video and/or audio tapes	Volunteer-to-Class	Asynchronous	None	K-12	Free	Free resources including classroom activities and exercises on cross-cultural understanding; Also offers class visits
<p><b>People to People International (PTPI) School and Classroom Program</b></p> <p><i>"Established in 1956, PTPI has a presence in 135 countries with more than 80,000 families and individuals."</i></p>	Letters, E-mail (when available); Can include photographs or artwork	Correspondence with a partner classroom in another country	Class-to-Class	Asynchronous	None	K-12	Free	Registration is only open July – October; Registered teachers receive a manual with suggestions for a successful exchange.
<p><b>Project PeacePal</b></p> <p><i>"PeacePal currently has programs in: Afghanistan, The Gambia, Ghana, Kenya, Nepal, Pakistan, Senegal, Togo, Uganda and the U.S."</i></p>	Letter exchange	Three letters required per school year	One-on-One	Asynchronous	None	Middle and High School	Free, though a suggested membership donation is encouraged	Develops communication, conflict resolution and leadership skills. "Peace Begins in Me" curriculum provided, Service Project suggestions offered on site.

	Communication Channel(s)	Outcome	Type of Interaction	Events/ Interactions	Discussion Forums (Teacher or Student)	Age	Cost	Description/Notes
<p><b>RESPECT International</b> (Global Letter Exchange Program)</p> <p><i>"Partner classrooms in Cameroon, the Democratic Republic of Congo, Egypt, Ghana, Guinea, Kenya, Nepal, Sierra Leone, Somalia, Uganda."</i></p>	Letters	Correspondence with a group of refugee students and increase awareness of refugee issues	One-on-One	Asynchronous	None	K-12	Free- participants encouraged to send int'l reply coupons (IRCs) to their partner classroom (about \$35).	
<p><b>Rock Our World</b></p> <p><i>"Started in 2004. Partners include: the American Film Institute, Apple and NASA. Participants on all continents."</i></p>	Live video chats, music exchange	Music, movies	Class-to-Class	Synchronous and Asynchronous	None	Middle and High School	Contact for pricing	Apple GarageBand required. Each country creates a 30 second drum beat. Every Friday, it rotates to another country. At each stop, one more instrument is added.
<p><b>Schools Online</b></p> <p><i>"Over 130 Internet Learning Centers in 17 countries; Over 50,000 students trained in basic ICT; over 6,000 students and 400 teachers engaged in web-based collaborative projects since 2001."</i></p>	Within a password-protected, private website. Can include written responses, photos, and videos.	Collaborative lesson plans, service projects, or discussion activities	Class-to-Class	Asynchronous	Both	K – 12	Free	Teachers register their classroom and are paired with a peer-classroom in another country. They create a password-protected website where exchanges take place.

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<b>Semester at Sea's (SAS) Vicarious Voyage</b>	Letters, Postcards, SAS participant mails the classroom several cultural packets with artifacts and photographs	Connection with a traveling Semester at Sea participant	One-to-Class	Asynchronous	None	k-12	Free	Demand is high and sign-ups cannot take place after a voyage has begun, so register early! SAS participant will attempt to visit your classroom upon return to the U.S.
<b>School-to-School International</b>	Online bulletin board, Facebook, Email	Correspondence with a partner classroom in Guinea	One-on-One	Asynchronous	Teacher	k-12	None listed	Includes a teacher toolkit and pen pal program calendar. Correspondence can take place in either English or French
<b>Skoolaborate</b> <i>"Skoolaborate now has over 40 schools and organizations from around the world."</i>	Blogs, Wikis, "Virtual Worlds"	Information/idea exchange and discussion to foster greater global awareness	Class-to-Class	Synchronous and Asynchronous	Teacher (Google Class)	Middle and High School, ages 13-18	Contact for pricing	Integrates curriculum and digital technologies into collaborative global actions. Virtual learning space is only accessible via invitation; Based in Australia
<b>Skype in the Classroom</b>	Videoconferencing (Skype).	Live information/idea exchange and discussion to foster greater global awareness and/or advance users' knowledge in a particular field.	Class-to-Class, Teacher-to-Teacher, Speaker-to-Class	Synchronous	None (but users can comment on projects)	K-12 and beyond	Free	Teachers create profiles and then post projects or respond to existing projects. Teacher and project directories are both searchable by age range, language, country and category.

## Program Descriptions

*(Please note: Descriptions were excerpted directly from the websites.)*

### Books as Bridges

<http://www.intlbookproject.org/books/index.php>

Books as Bridges began as a pen pal program for students in Central Kentucky, but is expanding to include the rest of the United States using videoconferencing tools such as Skype. Your U.S. classroom is linked to a classroom abroad, and communication is exchanged via e-mails, letters, and packages of books and cultural artifacts. As part of the program, the classroom abroad receives books from the International Book Project.

### Bridges to Understanding

<http://www.bridgesweb.org/>

Bridges to Understanding uses digital technology and the art of storytelling to empower and unite youth worldwide, enhance cross-cultural understanding and build global citizenship. They have several programs for middle and high school classes. The Bridges Global Citizens Program connects middle and high school classrooms in Seattle, Washington, USA, India, Peru, South Africa, Guatemala and other countries. In the Ambassador Program, students share and learn with international peers through teacher-facilitated online dialogues using the Bridges website, and through creating digital stories. The Bridges Passport program provides access to a selection of Bridges youth-produced digital stories from around the world, with story guides. *\*Bridges' board has accepted a proposal to transfer Bridges' educational content and programs to [Teachers Without Borders](#), a Seattle-based nonprofit. For more information, please contact: Konrad Glogowski, Executive Director, at [Konrad@teacherswithoutborders.org](mailto:Konrad@teacherswithoutborders.org).*

### CAPspace

<http://projects.twice.cc/>

CAPspace is a social networking tool for educational videoconferencing. Join to find colleagues and schools interested in collaborative videoconference (H.323 and H.320) projects. Create and advertise your own collaborative videoconference projects to educators around the world. CAPspace also provides registration for collaborative events and projects such as **TWICE's Read Around the Planet** ([http://www.twice.cc/index.php?option=com\\_content&view=article&id=87&Itemid=152](http://www.twice.cc/index.php?option=com_content&view=article&id=87&Itemid=152)).

### Challenge 20/20

<http://www.nais.org/global/index.cfm?ItemNumber=147262&sn.ItemNumber=153251&tn.ItemNumber=153260>

Challenge 20/20 is based on Jean Francois Rischard's book *High Noon: 20 Global Problems, 20 Years to Solve Them*. In the book, he articulates **20 global problems** from which your team(s) will choose a global problem to work on identifying and proposing local solutions. This is an Internet-based program that pairs classes at any grade level (K-12) from schools in the U.S. with their counterpart classes in schools in other countries; together the teams (of two or three schools) tackle real global problems to find solutions that can be implemented at the local level and in their own communities. Schools do not have to be NAIS members to participate. Private, public, charter schools from the US and any other country are accepted.

### **Darfur Sister Schools Program**

<http://www.darfurdreamteam.org>

The Darfur Sister Schools Program connects American middle schools, high schools, and universities with students in Darfuri Refugee camps. Several NBA players have already signed on to this initiative by pledging financial support and/or dedicating time to working directly with U.S. sister schools. You can easily sign up today and begin participating in the Sister Schools Program. Once you sign up, the Darfur Dream Team will contact you. As a sister school, you will be able to make a lasting connection to Darfuri students by communicating through letters, pictures, care packages, and eventually video blogs.

### **EPals**

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

EPals is a global community of collaborative learners, teachers, and academic experts in 200 countries and territories. EPals provides connections to students, classes, and school districts worldwide that are safe and secure. It is the safe and protected solution for linking classes, schools, and school districts globally via ePals SchoolMail™, ePals SchoolBlog™, and Classroom Match.

### **Flat Classroom Project**

<http://www.flatclassroomproject.org/About> and <http://www.flatclassroomproject.net/> and <http://aweekinthelife.flatclassroomproject.org/>

The Flat Classroom™ Project is a global collaborative project that joins together middle and high school students. This project is part of the emerging trend in internationally-aware schools to embrace a holistic and constructivist educational approach to work collaboratively with others around the world in order to create students who are competitive and globally-minded. The Project uses Web 2.0 tools to make communication and interaction between students and teachers from all participating classrooms easier. The topics studied and discussed are real-world scenarios based on 'The World is Flat' by Thomas Friedman. Four mandatory components for students include an audio or video introduction, a written collaborative report using a wiki, a personal multimedia response (digital story/video), and a post project reflection. The project is run three times each year starting in September, January and March.

### **The Global Education Collaborative**

<http://gloaleducation.ning.com/>

The Global Education Collaborative is an online community for those interested in global education. Through multimedia forums and projects, members can join students, parents, teachers, administrators, higher education professionals, non-profit organizations, consultants and businesses to find common interests related to global education.

### **Global Gateway—Pulitzer Center**

<http://pulitzergateway.org/>

Global Gateway engages the next generation on pressing systemic international issues. Pulitzer Center-funded reporting projects serve as the departure point for a multi-dimensional educational experience. Students become active participants in the exploration, dissemination, and discussion of critical issues. The mission of Global Gateway is to provide students with fresh information on global issues, to help them think critically about the creation and dissemination of news, and to inspire them to become active consumers and producers of information. The Pulitzer Gateway is a place where the public, and particularly students and teachers, can learn about under-reported, yet critical, global issues and interact directly with Pulitzer Center reporters – and with each other – to learn about, discuss, and debate the concerns facing the world today.

Request a reporter to visit your class or take advantage of their lesson plans. A handful of Seattle schools are already actively involved with Global Gateway.

### **Global Nomads Group**

<http://gng.org/>

The Global Nomads Group's purpose is to foster dialogue and understanding among the world's youth. GNG's educational programs include video conferencing and videos for learning content on a variety of international issues relevant to teachers and students. All GNG programs are directly linked to school curricula, education standards and 21st century learning objectives, and are accompanied by lesson plans and training to teachers. Programs are broadcast during the school day and cover a range of topics in the curriculum, including civics, social and global studies, geography, world history, science, economics and politics.

<http://www.edutopia.org/global-nomads-at-risk-students-connect-peers-worldwide>

### **Global SchoolNet.org**

<http://www.globalschoolnet.org/index.cfm>

Global SchoolNet's mission is to support 21st century learning and improve academic performance through content driven collaboration. They engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. They prepare youth for full participation as productive and effective citizens in an increasing global economy. Doors to Diplomacy-students produce web projects that teach others the importance of international affairs and diplomacy. There are multiple different programs available for all ages including an International Cyber Fair where youth create virtual exhibits that showcase their community and publish their findings on the web.

### **Global Virtual Classroom**

<http://www.virtualclassroom.org/>

The Global Virtual Classroom People Exchanging Perspectives Clubhouse is a multi-national, on-line cooperation activity for students from 6 to 18 years old. Using Internet technologies to communicate, participating schools can do something as simple as exchanging electronic postcards or as complex as building a website or other projects on-line together. PEP partners will be matched with the aim of achieving cultural diversity of the participants, with individual preferences for matches given consideration wherever possible. K-12 classrooms of any subject are eligible to participate in this program. Free GVC Clubhouse facilities include secure, private discussion forums and web server space if needed. The GVC Clubhouse will be open year-round for maximum flexibility.

### **iEARN**

<http://iearn.org>

There are over 150 projects in iEARN all designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules. To join, participants select an online project and look at how they can integrate it into their classroom. With the project selected teachers and students enter online forum spaces to meet one another and get involved in ongoing projects with classrooms around the world.

## **Kidlink**

<http://www.kidlink.org>

The Kidlink project is run by the Kidlink Association, a newly-created non commercial, user-owned organization in Sweden that helps children understand their possibilities, set goals for life and develop life skills. It is hosted on a social network site, a unique online-environment that allows teachers and students to collaborate in projects by providing a wide range of easy-to-use features and functions.

## **MY HERO Learning Circle**

<http://media.earn.org/projects/myhero>

The MY HERO Project, in partnership with iEARN's Learning Circles, brings together students and teachers from diverse parts of the world to collaborate on the topic of heroism through writing, digital art and/or short films. There are two sessions per school year, each lasting four months. These interactive sessions allow kids to discover not only who or what inspires them, but also who or what is a hero to someone halfway around the world.

## **New School**

<http://grou.ps/newschool/>

A Sub-site of Education Beyond Borders, New School is an online environment for students to connect to students to learn first hand about global realities. New School brings students together from around the world to chat, discuss, listen, learn, solve problems, and help each other.

## **OneWorld Classrooms**

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

OneWorld Classrooms is a nonprofit organization that builds bridges of learning between the classrooms of the world. OneWorld Classrooms offers free online travel and a variety of opportunities for K-12 classrooms to interact with overseas partners. Within the framework of their school curricula, OneWorld Classrooms teachers tap the uniquely connective powers of the arts and technology to provide opportunities for global exploration and cross-cultural communication in their classrooms. In doing so, they prepare their students to be active, contributing members of the global community. OneWorld Classrooms creates dynamic learning experiences through which students value themselves and their own culture, recognize the similarities between cultures that make all people a human family, and respect and appreciate the differences that make each culture unique.

## **Online Model United Nations**

<http://mun.orgsync.com/>

Online Model United Nations (O-MUN) is a not-for-profit project by the Global Leadership Center at UT Austin. It is made possible through provisions of OrgSync, Inc. and LearnCentral by Blackboard Inc. O-MUN believes in democratizing the availability of the Model United Nations experience, to engage all high school students in the collaborative process of problem solving and consensus building, and to foster leadership and positive engagement through the discussion and debate of the world's most pressing problems. The services are and will be provided for free. Once you have signed in to O-MUN, you can register for upcoming debates. Check out the calendar or the list of upcoming debates on the sidebar. Registration opens approximately two weeks prior to the actual debate.

### **PeaceCorps Coverdell World Wise Schools**

<http://www.peacecorps.gov/wws/about/>

The World Wise Schools program is designed to broaden perspectives in culture and geography and to encourage service. There are many resources for teachers through the program. There is the Correspondence Match program that puts you and your class in touch with a currently serving Peace Corps Volunteer, and the Speaker's Match program which brings a former Peace Corps Volunteer to your class. There are innumerable lessons about cultures and countries worldwide. You'll find free cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more.

<http://www.peacecorps.gov/wws/about/pdf/CWWS2008.pdf>

### **People to People International (School and Classroom Program)**

<http://www.ptpi.org/> and <http://www.ptpi.org/programs/SchoolClass.aspx>

People to People International's School and Classroom Program is a free service that connects a classroom in the United States to a class of similarly-aged students in another country. Teachers can request a classroom in a particular country or let PTPI assign them a partner classroom anywhere in the world. Students learn about one another by exchanging letters and/or e-mails, and can limit their interactions to a pen-pal relationship or can collaborate on a specific project.

### **Project PeacePal**

<http://peacepal.org/index.html>

Project PeacePal offers teachers a standards-based literacy and peace skills curriculum that develops their students' ability to communicate ideas, resolve conflicts and become leaders for peace. PeacePals are international friends who write letters to create a connected web of compassionate young leaders practicing the art of peace in daily life. As conflict arises out of misunderstanding and ignorance, PeacePal's international connections bring insight that in the midst of cultural diversity, there is an underlying common yearning for peaceful relationships based in respect. Students are asked to write three thoughtful hand written letters each school year. We with peers across the globe, provide you with a great curriculum, "Peace Begins in Me", letter and envelope templates, peer editing worksheets, and guidelines to writing a letter, providing structure for less confident writers.

### **RESPECT International (Global Letter Exchange Program)**

<http://respectrefugees.org/> and [http://respectrefugees.org/ac\\_index.shtml](http://respectrefugees.org/ac_index.shtml)

RESPECT International is a refugee education sponsorship program, and their global letter exchange program puts refugee students in written communication with non-refugee students. They seek to raise awareness of refugee issues, to build bridges between refugee and non-refugee students, and to encourage students to raise awareness of refugee issues. Your classroom will correspond with a refugee or internally displaced persons (IDP) school in another country to meet one or more of these three goals.

### **Rock Our World**

<http://www.rockourworld.org/>

Since 2004, Rock Our World has been connecting students and teachers to collaborate in composing original music, making movies, and meeting each other in live video chats. Using Apple's GarageBand, each country creates a 30 second drum beat. Every Friday, that drum rotates to another country, where the bass guitar is added. It keeps getting passed along, from country to country. At each stop, one more instrument is added. When it comes back to the original country, it has touched students from all over the world! While the music is moving, students are meeting each other in live video chats to discuss various topics of curriculum.

## **Schools Online**

<http://www.schoolsonline.org/>

Schools Online is the educational division of Relief International, and uses technology to empower youth, promote educational collaboration and cultural exchange, and serve the educational needs of vulnerable communities worldwide. This is accomplished through online and in-person exchange programs. American classrooms are connected digitally with classrooms abroad, and collectively create a password-protected website environment in which they exchange electronic correspondence and collaborate on projects.

## **School-to-School International**

[http://www.sts-international.org/pen\\_pals.html](http://www.sts-international.org/pen_pals.html) and <http://www.sts-international.org/>

School-to-School International is a pen pal program that connects U.S. classrooms with peers in Guinea. School-to-School International also provides educational resources and support to the partner school in Guinea to provide increased learning opportunities for their students. Each student will send two letters and receive two letters in a school year.

## **Semester at Sea's Vicarious Voyage**

<http://www.semesteratsea.org/admission-and-aid/shipboard-life/vicarious-voyage.php>

Semester at Sea (SAS) is a study abroad program which allows college students to travel to 8-12 international destinations over the course of a semester. Classes are held aboard a ship, and cross-cultural experiences take place when the ship is docked. The Vicarious Voyage program allows your classroom to correspond with a SAS participant during their semester of travels. The SAS participant sends letters and cultural artifacts to their adopted classroom, and students send letters on selected international topics.

## **Skoolaborate**

<http://www.skoolaborate.com>

Skoolaborate is a global initiative that uses a blend of technologies including blogs, online learning, wikis and 'virtual worlds' to transform learning. We aim to use these tools to provide engaging collaborative learning experiences for students aged between 13 and 18 years of age." Students from schools around the world are invited to participate.

## **Skype in the Classroom**

<http://education.skype.com/>

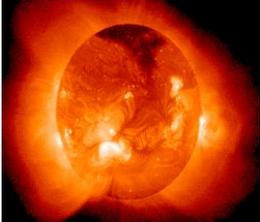
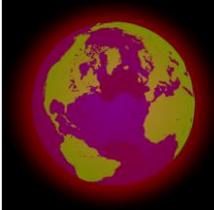
Skype in the Classroom provides a directory for educators to find partners in the US or overseas for collaborative projects and exchange of ideas and best practices. Interactions are then conducted via videoconferencing (Skype). There are currently over 17,000 teachers and over 960 projects listed. Teachers create profiles and then post projects or respond to existing projects. Teacher and project directories are both searchable by age range, language, country and category.

## **ThinkQuest**

<http://www.thinkquest.org/en/>

ThinkQuest is a protected, online learning platform that enables teachers to integrate learning projects into their classroom curriculum and students to develop 21st century skills. It includes: ThinkQuest Projects (formerly Think.com): A project environment where teachers and students engage in collaborative learning; ThinkQuest Competition: A competition space where students participate in technology contests; ThinkQuest Library: The world's largest online repository of student-developed learning projects, visited by millions of web learners each month; and ThinkQuest Professional Development for educators.

## An Inspirational Sampling of Projects from Various Programs

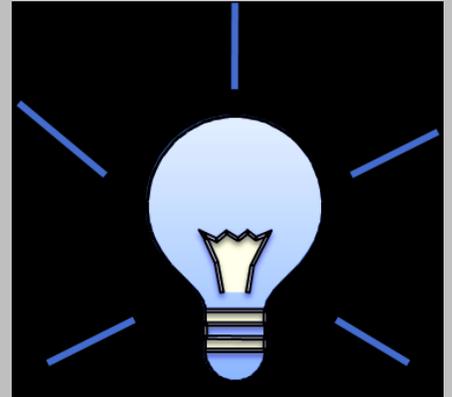
	<p><b>Storytelling: Past and Present</b> Students share stories in recorded digital forms and through live sessions with videoconferencing tools such as Skype. (<i>iEarn</i>)</p>		<p><b>Local History</b> Students research and share the history of their own town or area, and learn from the findings of peers overseas. (<i>iEarn</i>)</p>
	<p><b>Global Sun Temperature Project</b> Join students from around the world as they determine how their geographic location affects their average daily temperature and hours of sunlight. (<i>CIESE</i>)</p>		<p><b>Festivals Around the World</b> Students will explore traditions and festivals from their home country and investigate those from another part of the world. Students will create representations of the holidays they research. (<i>ePals</i>)</p>
	<p><b>Children's Rights</b> Students will help to identify what they believe are the key rights of children while also exploring the rights defined in the Convention on the Rights of the Child. (<i>iEarn</i>)</p>		<p><b>Global Warming</b> Students learn about the effects of global warming. Through email exchanges, students collaborate on ways kids around the globe can make a difference. (<i>ePals</i>)</p>
	<p><b>Exchange through Art</b> Students from around the world are invited to create Global Youth Murals, artwork that illustrates their cultures, communities and ideas about global issues and peace. The murals are then displayed at our headquarters and around the US in a traveling exhibition. (<i>People to People Int'l</i>)</p>		<p><b>Represent a New Viewpoint</b> Students engage in traditional Model UN-style debates with a new twist: the debates are online. Students represent the interests of their assigned countries with the help of fellow delegates. Debates are held on some of the world's most pressing and relevant global issues. (<i>O-MUN</i>)</p>
	<p><b>Amazon Rain Forest Sch. Project</b> Students travel electronically with our team to the Amazon Rain Forest and interact with students who live there! The project is aligned with EdStep's Global Competence Matrix and includes curriculum connections in science, technology, social studies, math, language arts/poetry, art, music, and Spanish. (<i>OneWorld Classrooms</i>)</p>		<p><b>Food and Culture</b> International Project Teams will create a Kids Global Cookbook, complete with recipes, essays, photos and other student artwork. Teachers will contribute to the Global Children's Literature Database. Each class will submit one student-produced video. (<i>Global SchoolNet</i>)</p>

## TOP 10 TIPS FOR INTERNATIONAL ONLINE COLLABORATION

(Source: *Exchange 2.0: Technology-Enabled International Interaction Guide*.

Find it at Connect All Schools- <http://www.connectallschools.org/node/132302#Tips>)

1. 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.
2. Almost all other countries use the metric system for measurement. A temperature of 30 degrees may seem cold to you but warm to your partners. (30 degrees Celsius is 86 degrees Fahrenheit.) Convert your measurements to metric in your communication. Most often the other student will have to translate the rest of your communication into their first language. Science Made Simple has a metric converter that is easy to use.
3. If you use slang or colloquial expressions be sure to explain what they mean.
4. 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?
5. Explain abbreviations when you use them.
6. Remember that most of the world uses a 24 hour clock. Three in the afternoon would be written 15:00. (You add 12 to the number for the P.M. hours)
7. Most other countries will write dates with the day, month, year (e.g. 21/09/2010) or even year, day, month (e.g. 2010/21/09) rather than our system of writing month, day, year (e.g. 09/21/2010). Write out the name of the month to avoid confusion (e.g., September 21, 2010).
8. In written communication, remember the reader cannot see your face. 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.
9. Much of the world learns British English language rather than US English. Words such as centre or colour may look misspelled but are correct for them.
10. Avoid using season names (spring, summer, etc.) as they are often not at the same time of the year in other hemispheres. Instead use month names (June, August, etc.)



## Articles and Resources for Teachers

***Students Without Borders: Global Collaborative Learning Connects School to the Real World***, Mali Bickley and Jim Carleton

<http://www.eric.ed.gov/PDFS/EJ863942.pdf>

Describes cross-curriculum, classroom-tested projects that will inspire students to make a difference while learning about the wide world around them.

***Engage the World: Effective Networking for Global Awareness and Global Education***, Ed Gragert

[http://www.huffingtonpost.com/ed-gragert/engage-the-world-effectiv\\_b\\_581923.html](http://www.huffingtonpost.com/ed-gragert/engage-the-world-effectiv_b_581923.html)

Discusses benefits of programs that enhance citizen diplomacy among K-12 students through physical and virtual exchanges and build awareness of the importance of knowing about the world.



***How to Connect Your Students Globally***, Kim Cofino

<http://www.techlearning.com/blogs/24126>

Provides links to existing programs and resources that can be used to build a new global classroom project. The author draws from personal experience and features a comment section where readers add input and ideas.

***World Wise Classrooms***, Anthony Rebor

<http://www.edweek.org/tsb/articles/2010/10/12/01global.ho4.html?qs=global>

Makes a case for global education, details steps can take to promote global awareness in their classrooms.

***Issues of the Developing World Curriculum (K-12)***

<http://www.internationalbookproject.org/books/us-curriculum.php>

A list of curriculum topics sorted by grade (1-3, 4-5, Middle School and High School). Students research topics and share with classrooms in partner countries through various forms of exchanges.

***Year of Exchanges Wraps with Skype and a Party***, Megan McKee

[http://articles.boston.com/2011-07-03/news/29733632\\_1\\_acton-skype-school-uniforms](http://articles.boston.com/2011-07-03/news/29733632_1_acton-skype-school-uniforms)

Provides a glimpse into the experience of classroom exchange with students from El Salvador.

***Educating for Global Competence: Preparing Our Youth to Engage the World***, Veronica Boix Mansilla and Anthony Jackson

[http://pglstore.asiasociety.org/product\\_p/978-1-936123-09-4.htm](http://pglstore.asiasociety.org/product_p/978-1-936123-09-4.htm)

Free download from the Asia Society. This book makes the case for a more globally focused K-12 education system and defines the term global competence. It explores how young people view their role as competent workers and citizens as well as how practitioners can develop global competence through the study of world issues.

## Connecting Students Globally Through Video-Conference Pedagogy, Alyssa J. O'Brien and Christine L. Alfano

<http://academic.research.microsoft.com/Paper/6510025.aspx>

This case study from Stanford University's Cross-Cultural Rhetoric Project discusses innovative teaching methods used to meet new institutional mandates for global learning and internationalization.

## What Makes a Great Teacher, the College Board (see page 27)

[http://advocacy.collegeboard.org/sites/default/files/10b\\_2555\\_TeachersBooklet\\_WEB\\_110708\\_FINAL.pdf](http://advocacy.collegeboard.org/sites/default/files/10b_2555_TeachersBooklet_WEB_110708_FINAL.pdf)

Provides students' perspectives on participating in a global classroom.

## Global Days of Listening

<http://globaldaysoflistening.org/>

Global Days of Listening is a new organization with ties to Olympia. It enables users to have live conversations with residents of countries affected by war. Conversations are conducted via Skype and live call-ins to a conference call on a traditional telephone, and are facilitated by a moderator. The conversations can be pre-arranged between specific groups, but they also host several 24-hour worldwide sessions a year.

## FEATURED RESOURCE: Connect All Schools

Visit [www.ConnectAllSchools.org](http://www.ConnectAllSchools.org) to browse the stories posted by educators about how they have globalized their classrooms. Search by country or by locations in the US. Add your own story with text and pictures. Be inspired to help connect every school in the US with the world by 2016!

Also at [www.ConnectAllSchools.org](http://www.ConnectAllSchools.org), find the "Exchange 2.0: Technology-Enabled International Interaction Guide," which is full of helpful suggestions, examples of projects in a variety of content areas including science, math, music, and more.

The screenshot shows the homepage of the Connect All Schools website. The browser address bar displays "www.connectallschools.org". The website header includes the logo, navigation links (HOME, ABOUT, BLOG, FIND A SCHOOL, PARTICIPATE, CONTACT), and links for Partner Organizations, Login, and Register. A main banner reads "Help us connect all US schools with the world by 2016". Below this, there are sections for "SHARE YOUR STORY" with progress statistics (249 stories of 220 internationalized U.S. schools connecting with 121 countries), "WATCH VIDEO" with a featured video about Austin, Texas high school students studying in Shanghai, and "20 MOST RECENT STORIES" with a list of articles. A search section titled "CLICK ON ANY MAP DOT TO VIEW A STORY FROM A SCHOOL" includes filters for "connected with", "or via", "or through", and "or working in:", and a map of the United States with numbered orange dots indicating school locations. The footer includes the HippoBiz logo and Terms of Service link.

## FEATURED RESOURCE: Global Education Collaborative

The **Global Education Collaborative** (<http://globaleducation.ning.com/>) is a social networking site that provides teachers worldwide with a space to exchange information about global education initiatives through discussion, chat, video and more.

The site details upcoming event information and provides discussion forums for teachers to communicate with other educators around the world. The second annual **Global Education Conference** will be held November 14-18, 2011, free and online. Find information here.

The screenshot shows a web browser window displaying the homepage of the Global Education Collaborative. The browser's address bar shows the URL [globaleducation.ning.com](http://globaleducation.ning.com). The page features a green navigation bar with links for HOME, 2011 CONFERENCE, MY PAGE, MEMBERS, DISCUSSIONS, GROUPS, MORE, and CHAT. The main content area is divided into several sections:

- Welcome to The Global Education Collaborative:** Includes a "Sign Up or Sign In" button and social media icons for Facebook, Twitter, and YouTube.
- TRANSLATE:** A section with a "Select Language" dropdown menu and a "Powered by Google Translate" logo.
- VISITOR MAP:** A map showing visitor locations, with a counter indicating 60,989 visitors from January 2010 to September 2011.
- 2011 GLOBAL EDUCATION CONFERENCE:** A list of links for the conference, including Main Page, Announcements (coming), Call for Proposals, Strands and Submissions, Volunteers, Conference Partners, International Advisory Board, Links and Social Media, Press and Promotional, and Ideas! (coming).
- MEMBERS:** A section for member information.
- NOTES:** A list of recent posts, including "Global Project Database", "Global and Mobile Survey: Share Your Favorite Apps", "Kiva Team Global Education Collaborative", "Sponsored by THINK Global School", and "The GEC Mission".
- EVENTS:** A list of upcoming events, including "Food and Culture - a Global, Collaborative Classrooms Project" (October 9, 2010-2013), "Global Media Literacy Network" (March 5, 2011-2016), "Webinar: ePals 101 for Global Collaboration" (September 12, 2011), and "PhotoVoice Training Workshops - LAST CHANCE TO BOOK!" (September 13, 2011).

## Websites and Opportunities for Youth Interested in Global Issues:

1) **Taking IT Global:** "TakingITGlobal's mission is to empower youth to understand and act on the world's greatest challenges. We use the power of online community to facilitate global education, social entrepreneurship, and civic engagement for millions of youth worldwide. [TakingITGlobal is a] social network for global citizenship, bringing together over 340,000 members with more than 22,000 non-profit organizations across 13 languages. [The] TIGed program serves over 2,400 schools in 118 countries with professional development, engaging lesson plans, and collaborative global projects."

<http://www.tigweb.org/>

**-TIGed (Taking IT Global for Educators):** "TIGed is a community of globally-minded educators interested in empowering their students to think and act as world citizens, a collection of resources that facilitate the inclusion of global perspectives in the classroom, and a virtual classroom that allows students to use collaborative technology in order to connect with people from around the world and learn about global issues" <http://www.tigweb.org/tiged/>



2) **DoSomething.org:** "It is our aim to inspire, support and celebrate a generation of doers: people who see the need to do something, believe in their ability to get it done, and then take action. At DoSomething.org we provide the tools and resources for you to convert your ideas and energy into positive action."

<http://www.dosomething.org/>

3) **UNICEF Voices of Youth:** "Mission: To offer all children and adolescents, including the hard-to-reach, a safe and supportive global cyberspace within which they can explore, discuss and partner on issues related to human rights and social change, as well as develop their awareness, leadership, community building, and critical thinking skills through active and substantive participation with their peers and with decision makers globally."

<http://www.unicef.org/voy/index.php>

4) **YOUTHINK** from the World Bank: "An interactive portal to the World Bank's resources for youth on current global issues including poverty, development, and conflict." Read about issues, read what young people from other countries are saying about those issues, and contribute your own opinions. Includes issue briefs on lots of issues, blogs, and suggestions for how to get involved. Great club resource!

<http://youthink.worldbank.org/index.php>

5) **World Youth News:** "World Youth News is a global online news project for secondary school students from around the world. Adhering to the highest journalistic standards, students select the issues they want to report on, and write, edit and publish their articles on the web-based news service. School publications can reprint articles from World Youth News to add an international component to their news. Any secondary school student (between 14-19 years old) can join this project as a reporter after successfully completing an online training and certification course."

<http://worldyouthnews.org/>

6) **NewsHour Extra from PBS:** Read global news written for young people; watch the daily video clip, and contribute your own essay, personal story, or poem. Look under "Student Voices" to read what some very thoughtful young people are saying about current events. <http://www.pbs.org/newshour/extra/>

7) **Youth Noise:** Find, Explore, and Network a Cause: "YN is a social networking site for people under the age of 27 who like to connect based on deeper interests than Paris Hilton's wardrobe and want to get engaged within a cause. Find a cause, join the discussion and get involved. Whatever your cause-- from human rights and education to clean water and sports for social good-- promote it here."  
<http://www.youthnoise.com/>

8) **Mercy Corps Global Citizen Corps:** "The year-long Global Citizen Corps Leadership program works with 500 youth leaders. We spread the word about root causes of critical global issues to thousands of our peers, mobilize others to make a difference and embrace a life of global citizenship. Over one year, leaders work with Mercy Corps to get the training, knowledge, resources and tools to raise awareness and organize effective local actions that make a global impact."  
<http://www.globalcitizencorps.org/>



9) **UN—Youth and the United Nations:** "The UN Programme on Youth is the focal point on youth within the United Nations. It aims to build an awareness of the global situation of young people, as well as promote their rights and aspirations. The Programme also works towards greater participation of young people in decision-making as a means of achieving peace and development."  
<http://www.un.org/esa/socdev/unyin/index.html>

10) **Travel as an Educational Act** (*a World Affairs Council Global Classroom Resource Packet*): An extensive packet listing hundreds of opportunities for teachers and students to study/work/live in all regions of the world.  
<http://www.world-affairs.org/resources/gyli-2011-student-resource-packet>

## Relevant Washington State Learning Standards by Subject

### Washington State Social Studies Learning Standards

<http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>

*Online exchanges and global collaborations may address a wide variety of social studies learning standards, depending upon which project your class undertakes. Any global connection will most likely be a powerful way to address the following:*

**EALR 5:** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

**Component 5.3.1** (grades 9/10): Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

### Washington State Educational Technology Learning Standards

<http://www.k12.wa.us/EdTech/Standards/default.aspx>

*Online exchanges and global collaborations may address several of the educational technology learning standards, depending upon which project your class undertakes. Examples include:*

**Component 1.2: Collaborate-** Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

**GLE 1.2.2: Develop cultural understanding and global awareness by engaging with learners of many cultures.**

Grade	Evidence of Learning
K-2	Learn about many cultures through digital images and stories from around the world
3-5	Learn about many cultures through digital images and stories from around the world and share relevant information. Participate as a class in global online projects that include a wide variety of perspectives
6-8	Learn about many cultures through digital content from local communities and around the world and share relevant information. Engage with learners from many cultures using online interactive tools or videoconferencing. Participate in an online community to understand a local or global issue.
9-12	Build empathy by learning about many cultures through digital content from around the world. Participate in an online community dedicated to understanding or solving a local or global issue.

## Washington State World Languages Learning Standards

<http://www.k12.wa.us/WorldLanguages/Standards/default.aspx>

Online exchanges and global collaborations may address almost all of the world languages learning standards, depending upon which project your class undertakes. Students may practice written and spoken language skills by writing letters in the target language, creating videos, or engaging in live videoconferencing. As they exchange information on a given theme or take part in a global collaborative project, students also learn about culture and make comparisons. The eleven standards for world languages are:

Goal Area	Standard(s)
<b>Communication -</b> <i>Communicate in Languages Other Than English</i>	<b>-Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. <b>-Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics. <b>-Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<b>Cultures -</b> <i>Gain Knowledge and Understanding of Other Cultures</i>	<b>-Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. <b>-Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<b>Connections -</b> <i>Connect with Other Disciplines and Acquire Information</i>	<b>-Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the world language. <b>-Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
<b>Comparisons -</b> <i>Develop Insight into the Nature of Language and Culture</i>	<b>-Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. <b>-Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<b>Communities -</b> <i>Participate in Multilingual Communities at Home &amp; Around the World</i>	<b>-Standard 5.1:</b> Students use the language both within and beyond the school setting. <b>-Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Global Competency Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students can:</p> <ul style="list-style-type: none"> <li>• Generate and explain the significance of locally, regionally or globally focused researchable questions.</li> <li>• Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources, media and languages.</li> <li>• Weigh, integrate and synthesize evidence collected to construct coherent responses that is appropriate to the context of issues or problems.</li> <li>• Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Recognize and articulate one's own perspective on situations, events, issues or phenomena and identify the influences on that perspective.</li> <li>• Articulate and explain perspectives of other people, groups or schools of thought and identify the influences on those perspectives.</li> <li>• Explain how the interaction of ideas across cultures influences the development of knowledge and situations, events, issues or phenomena.</li> <li>• Articulate how the consequences of differential access to knowledge, technology and resources affect the quality of life and influences perspectives.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Recognize that diverse audiences may perceive different meanings from the same information.</li> <li>• Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences.</li> <li>• Explain how effective communication impacts understanding and collaboration in an interdependent world.</li> <li>• Select and effectively use appropriate technology and media to communicate with diverse audiences.</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally.</li> <li>• Identify opportunities for personal and collaborative action to address situations, events, issues or phenomena in ways which can make a difference.</li> <li>• Assess options for action based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others.</li> <li>• Act creatively and innovatively to contribute to improvement locally, regionally or globally both personally and collaboratively.</li> </ul>

*The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project, in partnership with the Asia Society Partnership for Global Learning. Similar matrixes describing criteria for Global Competence within academic disciplines are in development.*



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