

ECI 515 Project 3

ECI 515 Cultural Investigations and Technical Representations in Education NCSU-LDT



Global Project Plan: Government Accessibility

Before working on this template, please read the assigned articles on Moodle and view some of the global project video clips from Triangle-area teachers. These resources should give you some ideas for how people are applying the global project idea and different technologies used. To complete this project, fill out this global project planning template to plan out a global collaborative project between your classroom and at least one other international (non-U.S.) classroom. If you aren't currently teaching in a classroom, imagine you are teaching a class of interest to you and plan a project for that class (can be K-12, higher ed, adult ed, business training, anything that might benefit from global collaboration). When finished with this template, upload it to the project 3 module in Moodle for grading.

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Curricular Elements

Project Name:	What is the name of your global collaborative project? How accessible is our government?
Project Idea and Curriculum Integration:	What is the main idea of the project and which subject or subjects does it address? The idea is designed for either a social studies or government class to teach students how specific aspects of their government work and how accessible these agencies are for marginalized populations.
Guiding Question or Pathway:	What is the guiding question driving this project (see Peters article on "pathways" for global collaboration, such as UN Sustainable Development Goals)? Finding New Ways to Enrich and Engage – Global Citizenship (Peters, 2009)
Rationale for Collaboration:	State clear aims for wanting global collaboration based upon the project idea and guiding question. What value does collaborating globally add for participants? Comparing US government processes and access to another country can teach students more about their own agency in participative governance as well as give them insights to assist in developing ally relationships with students from other cultures.
Collaborating Classroom:	Who would you like to collaborate with for this project? The resource on Moodle titled "Places to Connect with Other Educators Interested in Working on Global Projects" may allow you to find a specific classroom to list here. If not, it's okay to be more general. I would like to collaborate with another English-speaking social studies class. This would mitigate any need to navigate communication barriers and many US students have at least a small understanding of how governments operate in these countries (Canada, the UK, or Australia). This first iteration will be done with a Canadian school as we can select one with a time zone relatively close to ours.

Focus Questions:	<p>Create a list of essential questions crucial to the content and aims of the project to help with teacher buy in across different educational systems.</p> <ol style="list-style-type: none"> 1. How can citizens participate in either local or national politics? 2. Can citizens engage personally with their political leadership? 3. Can citizens influence political issue selection at local or national level? 4. What barriers exist to political participation? 5. Do barriers to political participation exist for specific marginalized populations? 6. How does access to US politics differ from access in other countries?
Standards Alignment:	<p>List any standards that are being addressed in this project. Can you find equivalent international standards from the cooperating country?</p> <p>This project aligns with all 7 of the ISTE student standards and can also be integrated with the NCDPI standards on High School Social Studies.</p>
Required Outcomes:	<p>State what each student is expected to have created as a product by the end of the project and what learning experiences are supported.</p> <p>Each student will produce a product showing a detailed understanding of a critical aspect of how either their local or national government works to solve a problem. This project will ensure the student practices civic understanding, the ability to plan an engagement strategy, being able to communicate with a community or national political leader, and being able to communicate their understanding to classmates locally and in other cultures. From their engagement with another culture, the students will gain the experience of recognizing alternative perspectives on civic participation and activism.</p>
Collaboration, Cooperation:	<p>Will teams/pairs be utilized to promote integration, collaboration, and cooperative learning? Are there opportunities to collaborate in symbiotic nontraditional learning relationships (e.g., advisors, judges, authors)?</p> <p>The student teams (2-3 participants) from the US school will be paired with a similarly sized team from a non-US school. Teachers will act as guides, but there may be opportunities to enlist local activists to act as mentors for the students.</p>
Required Inputs:	<p>State what each participant is expected to contribute to the project such as wiki collaborative content, leadership, management.</p> <p>Teacher: foundational civic lessons, project guidance, relationship development with partner teacher, online publication resources (wiki pages), a/v devices</p> <p>Students: individual project planning and execution, team member responsibilities, personal engagement with other students and politicians</p>
Assessment:	<p>How will you assess outcomes? How will you measure student contribution during the project?</p> <p>Each student team will produce a project wiki that captures the plan and execution of their project. Individually, students will maintain project journals to capture individual effort and their thoughts on the project that don't necessarily make it into the team wiki.</p>

Flat Classroom Framework Elements (see assigned Lindsay article, pages 51-54)

Location:	<p>Your project plan is required to include a global element, but it can include other locations as well. Describe how different locations are supported.</p> <p>Two primary locations will include the US school location as well as that of their partner school in Canada. Each location will have a social studies class that will develop teams among their students.</p>
Communication:	<p>What communication conduits will be used in your project? When is your "handshake" or start up with the other classroom, and what will happen? What student routines for</p>

	<p>beginning and ending class will support your plans?</p> <p>Zoom will act as the primary conduit between classes. Once the initial project is laid out, communication will begin around the 3rd week of the class. Students will be expected to touch based every other week formally in class, but they can augment this as necessary, and their own personal time allows. The student wikis will be accessed by all members of the team and will serve as an alternative communication channel. Their final project wikis are expected to be a multi-media production with the ability to include text, video, audio, and photos.</p>
Generation:	<p>Does the project provide for any opportunities to include different generations in the learning?</p> <p>While the focus is on student learning, engagement with politicians and community activists will present opportunities for multiple generations to learn from each other.</p>
Information:	<p>Where will students get information for this project, or conduct their research? Will subject matter experts be involved? What is your classroom framework of tools? What will be home base?</p> <p>The student home base will consist of their foundational civics course work (school LMS) and their project wikis. Those will be accessible anywhere they have an internet connection and a device (laptop, mobile, tablet). Research will be conducted on the open web and with their team partners in Canada. The teachers as well as politicians and local activists will act as subject matter experts for the project.</p>