

0737f-1

Sorry for delay - I have a lot of conference in you

Scorer WBF

Date 4 May 04

Total Score 5.1

Grade S.1

Scoring Guide for a CBI Classroom Project #2

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness" will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI? <i>1.8</i>	Factor 2: Language Level Fits Activity? <i>2</i>	Factor 3: Time Appropriate? <i>1.2</i>	Factor 4: The Pieces <i>1.8</i>	Factor 5: Presentation <i>5</i>
6 After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions. <i>Yes</i>	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness; all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout). <i>on way</i>
5 Needs ¼ hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment and one learner activity is above or below level. <i>adjust yes</i>	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4 Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTEL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3 Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3 Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

0737f-2

Global Citizen Workshop

Description

The workshop occurs in a classroom of 3rd, 4th or 5th grade students, ages 9-13, with the guidance of a facilitator and mentors. The class will learn communication techniques, inspire dialog about how we think about others and ourselves while learning about a foreign country and its culture. These skills will be employed at a distance-learning center or school via a digital exchange with a school from the country studied.

During the course of the workshop, the students will select 8 people from their class to be spokespeople for their class during the exchange. The exchange groups will be comprised of two groups (observers, including the classmates, are encouraged to attend the exchange) from two different regions of the world who will participate in a remote multicultural exchange via distance-learning technologies that may be recorded and used for continuing educational purposes.

The students will each keep journals of their experience and will answer specific questions during the course of the workshop that will encourage critical thinking and help each individual better process the materials introduced.

This exchange will include five days of activities that will engage the participants in a self-actualizing learning environment and encourage a feeling of global citizenship that will help them create a more interconnected view of the world within their own classroom and community.

Audience

- Youth – ages 9-13
- College level mentors and/or facilitators
- (As the program continues this group may also include mentors, high school students who had formerly participated in the exchange.)

Class Format

- Day 1: Intro to the Workshop
- Day 2: Intro to the 'Visiting' Country
- Day 3: Review and Select Questions and Spokespeople
- Day 4: International Digital Exchange
- Day 5: Local Debrief
- Multicultural Lunch/Dinner

Statement of Purpose/Objectives

This workshop is intended as an exchange between groups of youth from different regions of the globe to give each youth an opportunity to build relationships and learn about a new culture, to develop understanding between groups that might only ever know of each other through the media or books, and develop a culture of peace encouraging a continued exchange and hopefully lifelong friendships.

This project also provides opportunities for college students to participate as mentors or facilitators for the youth, providing practice in facilitation, peace education and educational methods related to technology and linguistics.

Concepts and Sub-concepts

This course will incorporate concepts of (but not limited to):

- Communicating Across Language Barriers
- Nonviolent Language
- Engaged Pedagogy
- Democratic Classroom
- Experiential Learning

Activities/Timeframe

Two Weeks before the workshop: A letter of introduction to the workshop will be made available to the school prior to the first day of class to send home to parents.

One Week before the workshop: Communication between each of the facilitators is encouraged in advance of the exchange to provide names of the fellow participants who will be attending in each region. A test run of the equipment on both ends should confirm that everything is able to run as planned.

Permission slips for participation will be handed out the first day of the workshop for transportation to the distance-learning center if there is no facility on location at the school.

Day 1: Meet each of the local participants

*Hand out permission slips to be returned **no later than** Day 3.*

As a group, develop ground rules for communication during the workshop.

Discuss forms of expression and empathy in communication, including what kinds of difficulties might arise from dialectical differences.

Think about things that we consider unique and special about our family, school and region.

Brainstorm what kinds of questions we would like to be asked.

Introduce the country we will be "visiting" and give the students handouts and a list of books available at their school library. Students should also be encouraged to do research on their own using the Internet.

Nice sequencing - activities spread over several days + each day has several activities

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(The Yonose Foundation can make Books available to the school librarian for student access in the library.)

Journal Homework: What do you think you will learn in this workshop?

Day 2: Introduction to the country we will be “visiting”.

Discuss the basics of the country history, demographics and culture

Talk about the current impressions of the region we will be “visiting”.

Does anyone have prior knowledge/experience about this area?

- If this workshop is a continuation of a classroom project, preparation for the regional/Country information would be researched by the participants prior to the workshop and brought with them on the first day.

Brainstorm what questions we would like to ask the other students we will be “visiting” about their culture and lives.

Journal Homework: Compile your own list of questions for the “visiting students” (minimum of 5) to review the next day.

Day 3: Retrieve Permission Slips.

(Students who do not have their permission slips by today will not be able to participate in the digital exchange.)

Review the previous day’s topic.

Read the questions listed by each person and decide on 10 questions to be posed during the exchange.

Review what will happen during the exchange so no one is surprised.

Journal Homework: Ask yourself the questions you wrote for the “visiting” students and write down your answers. What do you think the “visiting” students answers will be?

Day 4: Meet at the distance-learning classroom (or school site) one hour before the exchange is to start.

Mentors review question lists and draw names for order of participation.

Introduce the AV technician who will explain how to use the equipment.

Meet the classmates in the “visiting countries” (timeframe will vary depending on the region of the world). Students will each have 5-10 minutes to pose a question and discuss. (Approximately 3-4 hours with a half hour break)

Journal Homework: What did you like most about the exchange? What stood out in your mind as most interesting/exciting about the country visited? Are there any questions you still have unanswered?

Day 5: Local debrief

Discuss aspects of the previous day that met expectations.

What aspects of the exchange were surprising?

Did your initial impression of the visited region change?

Would anyone be interested in becoming a pen pal of one of the other exchange participants? (Take names and addresses. If the students have to check with their

parents, have them submit their information to their classroom teacher within the next week.)

Journal In Class: Did you learn what you were hoping to learn from the workshop? Why or why not?

Turn in Journal to the facilitator.

Multicultural Lunch/Dinner

*Participants will end this course with a taste of the culture they "visited".
Families invited.*

Evaluation

Immediate Evaluation

The best evaluation of this workshop is found in the responses of the participants, both youth and adults alike. Each participant will be asked to anonymously respond to a questionnaire about his or her participation. Does the participant feel he or she has gained anything from the workshop? Are additional workshops requested? Does the student want to keep in touch with his or her fellow participants? Has this experience inspired something unique?

Long-term Evaluation

Long-term results of participation in this workshop would show increased desire by the participants to be involved in community and a greater respect for differences between cultures. An invitation to come back and participate as a mentor at a subsequent workshop may provide the opportunity to gain ongoing feedback from participants.

Room for Improvement

It is possible to improve upon this short learning experience by incorporating the workshop into a wider search for multicultural growth within the classroom. The possibility for cross-cultural discussion via letters (pen pal contacts) between schools could be ongoing, developing either a prior relationship before the face-to-face exchange or a continuing relationship after the face-to-face exchange building bridges of friendship and community. Also, the possibility for an ongoing exchange between teachers should not be excluded.

There could be made room for individual exchanges within a group setting, but the learning possibilities for the group as a whole may be diminished in that setting. This may, however, be the only possibility for participation in remote regions where distance-learning classrooms are unavailable.

Suggested Resources for Facilitators and Mentors

This reading list may vary to include regional stories that relate more to the “visiting” participants.

Books

Galtung, J. (2004). *Transcend and Transform: An Introduction to Conflict Work*. Boulder, CO: Paradigm Publishers.

Martin, R. & Soares, M. & Morimoto, J. (1995). *One Hand Clapping: Zen Stories for All Ages*. New York: Rizzoli International Publications, Inc.

McCarthy, C. (2002). *I'd Rather Teach Peace*. Maryknoll, NY: Orbis Books

Mortenson, G. & Relin, D. O. (2006). *Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time*. New York: Penguin Group.

Rosenberg, Marshall B. (2002). *Nonviolent Communication: The Language of Compassion*. Encinitas, CA: Puddledancer Press.

Ruiz, D. M. (2001). *The Four Agreements*. San Rafael, CA: Amber-Allen Publishing.

Websites

United Nations Cyberschoolbus. <http://www.un.org/Pubs/CyberSchoolBus/>

Presenter Walters

Scorer WBT

Date 4 May 09

Total Score _____

Grade _____

First draft

Sorry for delay - I have a 10% of compliance in yrs

0737f-2

Scoring Guide for a CBI Classroom Project

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Return

0737f-8

Erin Watters
Potential CBI Project
9 April 2009

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Erin Watters

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0737f-9

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