

Presenter

Scorer WBR

Date 16 June 09

Total Score 3.8

Grade

0738f-1

### Scoring Guide for a CBI Classroom Project #3 Global Explorers

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 reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI?	Factor 2: Language Level Fits Activity?	Factor 3: Time Appropriate?	Factor 4: The Pieces	Factor 5: Presentation
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). <i>but there aren't - yet</i>	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	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).
5	Needs 1/4 hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing. <i>We need the language part</i>	Very close fit, but not flexible. <i>I think the fit is OK - depends on the language activities</i>	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.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor). <i>Needs specification within the TFL</i>	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-seattle 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	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours. <i>As your email note</i>	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				

*Biggest problem: The language part is there only for implication - teachers need much more structure & then some details, even if these are open for learners (& HS is not that strong, cognitively & in curricular goals)*

*Factor 4: needs assessment piece, and - in addition to comment at left - one "close-up" module where you specify a lesson (or several) in great detail*

07387-2

pdx.edu>

Date: June 12, 2009 10:56:09 PM PDT

To: fischerw@pdx.edu

▶ 1 Attachment, 124 KB

Good late evening yet again, Professor Fischer.

I have attached my Project 3 to this email. I will consider this the final version for the sake of this class but intend to work further on it. In the last 12 hours I have had something of an epiphany on how to work this into a high school Intermediate Low class, but am having a hard time changing the language level and reconstructing the course without taking another 6-8 hours of solid work to get it right. Unfortunately I don't have that right now, but I'm very keen on getting this one setup as a viable course or at least an accessory to a progressive high school social science curriculum.

As I was working on this project, a few things came to me.

1. This project would be Super-Spectacular in a multilingual/social science course, especially if the students were studying von Humboldt. I envision French, English, German, and Spanish-speaking or -learning students in a classroom each doing research in the target language. I think it would be possible, especially if the students were excited about the idea, to encourage the kids to use their newly found skill in another language to augment their researching abilities.
2. This kind of course could be used to introduce language on a lower ACTFL level, while teaching the content. I believe I can adjust the theme to meet the needs of almost any language learner and am going to give that a go when I have some free time this summer AFTER the Sommerschule.
3. I am still struggling with the assessment portion. I'm not sure why it seems so hard. Perhaps we can work on that more at a later date.

Ok. I think that's it for now. I've drained the well.

BTW I got a response back from Rowanna Carpenter regarding the portfolio reviews. I will be in touch with her Monday on when to get there and what's required. Thank you for the lead!

I hope all is well with you and yours this beautiful weekend.

Best regards,

Erin  
503-953-0529



Global Explo...ocx (124 KB)

*but what? IL, LM, IH - huge differences*

Global Explorers: *A New World Journey*  
Statement of Purpose/Objectives

This workshop provides high school German students with an Intermediate level of German an opportunity to use their second language experience to enhance their exploration of the New World as German explorer, Alexander von Humboldt did in the 18<sup>th</sup> century. During the course of the workshop, the explorers assume the identity of an exploration team braving a new world. As an 18<sup>th</sup> century explorer, each participant will have an opportunity to investigate distant regions, build relationships on the exploration team, and survey new cultures and how those cultures relate to their own. The format of the class utilizes a team-based approach that encourages group development, enhancing personal progress in decision-making and diplomatic skills sets. This course is a strong addition to any program that seeks to meet the Oregon PASS standards in Social Sciences and Language.

*problem: using the L2 to register the activities*

The culmination of the workshop will be a virtual exchange over the Internet. The exchange medium will be entirely dependent on the level of language the students have achieved and adjusted for the best learning opportunity. The explorers will communicate either in video clips exchanged in a Q&A format or in a face to face virtual exchange that will challenge each participant to reflect on his or her own culture while learning about the other.

By communicating with the other region in a second language, the students will have the unique opportunity to encounter a greater understanding of the difficulties that non-native English speakers encounter in their own communities and hopefully will develop a greater sense of empathy for their classmates and bilingual community members.

This workshop also provides opportunities for college students to participate as mentors or facilitators for youth, providing experience in facilitation, peace education, social sciences and language pedagogy.

Description

The explorers will develop extensive cultural competency and friendships in an early effort to engage diplomatic and problem-solving skills. Participants will be guided by facilitators skilled in Mediation, Peace Education and German language and culture. Participants will develop an understanding of youth's culture in the region explored. They will learn communication techniques, inspire dialog about how they think about others and themselves while learning about the new region and culture. These skills will be employed in both German and English in the classroom and at a distance-learning center or school via a digital exchange with a school in the location being explored.

*It's ok to dream!*

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.

This exchange 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. They will each keep an explorer journal of their experiences and will answer specific questions during the course of the workshop that will encourage critical thinking, practice of German and help each student better process the materials introduced. Mentors will review the journals during the whole group exercises, giving content or language feedback where appropriate.

Audience

Youth - ages 11-17 w/ACTFL Intermediate German proficiency *see above*

College level mentors and/or facilitators fluent in German

(As the program continues this group may also include high school mentors who have previously participated in the exchange.)

Expense

Facilitator	12 total	2 per region (6 regions)	<ul style="list-style-type: none"> <li>One Mediator/Peace Education/Social Science;</li> <li>One German Language/Culture</li> <li>33 meetings @ \$25 / meeting</li> </ul>	\$10000
Mentor	18 total	3 per region (6 regions)	<ul style="list-style-type: none"> <li>avg. class size at 25 students, estimate 1 mentor or facilitator per 5-6 students for small group activities</li> <li>33 meetings @ \$12 / meeting</li> </ul>	\$8000
Journals	150 students	25 per region (6 regions)	<ul style="list-style-type: none"> <li>Journal for reflection and written assignments \$2 per journal</li> </ul>	\$300
Region-specific YA Book	150 books	25 per region (6 regions)	<ul style="list-style-type: none"> <li>A story of regional significance in the target language. \$15/book</li> </ul>	\$2250

*also ok to dream \$\$\$*

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Multicultural Lunches	180 participants	25 students; 5 staff per region (6 regions)	• A taste of the explored region for all participants, mentors and facilitators	\$300
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Concepts and Sub-concepts

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

- Cultural Competency
- Communicating Across Language Barriers
- Democratic Classroom
- Engaged Pedagogy
- Experiential Learning
- German Grammar and Fluency
- Nonviolent Communication

Course Plan

	September	October	November	December	January
Week 1	Intro to the Workshop My Community and Me	Current Events Develop Questions	Geography of the Region	Review Questions & Select Spokespeople Digital Exchange	Intro the other region's Explorer Team Reevaluate 'About Us'
Week 2	Intro the other region's Explorer Team Develop 'About Us'	Review Questions & Select Spokespeople Digital Exchange	History and Culture of the Region	Debrief Exchange Multicultural Lunch	Geography of the Region
Week 3	Geography of the Region	Debrief Exchange Multicultural Lunch	Current Events Develop Questions		History and Culture of the Region
Week 4	History and Culture of the Region	Intro the other region's Explorer Team Reevaluate 'About Us'			Current Events Develop Questions
	February	March	April	May	June
Week 1	Review Questions & Select Spokespeople Digital Exchange	History and Culture of the Region	Intro the other region's Explorer Team Reevaluate 'About Us'	Review Questions & Select Spokespeople Digital Exchange	
Week 2	Debrief Exchange Multicultural Lunch	Current Events Develop Questions	Geography of the Region	Debrief Exchange Multicultural Lunch	
Week 3	Intro the other region's Explorer Team Reevaluate 'About Us'	Review Questions & Select Spokespeople Digital Exchange	History and Culture of the Region	Map & Exploration Summary	
Week 4	Geography of the Region	Debrief Exchange Multicultural Lunch	Current Events Develop Questions		

Even with IH learners, these topics will need lots of teacher-fronted language. You will also have to choose realia carefully.

Activities/Timeframe

Two Weeks before the workshop: A letter of introduction to the workshop in German and English will be sent home to parents. All students under 18 years will be required to have permission slips signed for participation, photos and publication release.

One Week before the workshop: Communication between the regional facilitators is encouraged in advance of the exchange to trade names of the participants. A test run of the equipment on both ends should be done initially to confirm adequate connection speeds and provide opportunity for alternatives to the real-time exchange if an adequate connection cannot be made.

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

Each lesson will meet for one hour or for two 30-minute increments per week if an hour timeslot cannot be managed.

Exploring Region 1

Lesson 1: Ice Breaker

Meet each of the local participants

Hand out travel permission slips to be returned no later than Lesson 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.

**Explorer's Journal:** What do you think you will learn in this workshop?

in LI?

Lesson 2: My Community and Me

What do we know about our country, our state, city, school, family and friends?

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.

**Explorer's Journal:** What do I want other people to know about me?

Lesson 3: Introduction to the region we will be exploring.

A brief overview of the region's history, demographics and culture

Talk about the current participant impressions of this new region.

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.

Break into small groups. Brainstorm what questions we would like to ask the other explorers about their culture and lives.

Give the explorers a list of books available at their school or local public library. Students should also be encouraged to do research on their own using the library or Internet.

*(Regionally specific books may be made available to the participants.)*

**Explorer's Journal:**

*Facilitators should exchange brainstormed questions via email between the regions prior to the next lesson. The explorers can then review the possible questions they will be asked and develop vocabulary, as needed.*

Lesson 4: Geography of the Region

Internet Geography Quest – Break up into small groups. Each group will receive a list of questions to answer about the region. The explorers can use Encyclopedias, books or the Internet.

Question topics: Maps, Demographics, Languages, Points of Interest

Hand out a copy of the brainstormed questions from the other team. Briefly review one or two of the questions and possible answers.

**Explorer's Journal:** Pick two questions or ideas from the other region and answer them.

Lesson 5: History and Culture of the Region

**Explorer's Journal:**

Lesson 6: Current Events

**Explorer's Journal:** Compile your own list of questions for the residents of the explored region (minimum of 5).

Lesson 7: Review and Select Questions and Spokespeople

Turn in 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.

The explorer team nominates people to participate as one of the 8 spokespeople. Vote for the 8 spokespeople from each region using fist to five method of voting.

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

**Explorer's Journal:** Ask yourself the questions you wrote for the other region's explorers and write down your answers. What do you think the other students answers will be?

Lesson 8: Exchange

Meet at the distance-learning classroom (or school site) one hour before the exchange is to start. (Note if the exchange is done as a video clip exchange of Q&A, students will be working in a room recording their questions at this time. An additional meeting will be required to respond to the questions from the other locale.)

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 explorers in the other region (timeframe will vary depending on the region of the world). Students will each have 4-5 minutes to pose a question and discuss. (Approximately 1 1/2 to 2 hours)

**Explorer's Journal:** What did you like most about the exchange? What stood out in your mind as most interesting/exciting about the region explored? Are there any questions you still have unanswered?

Lesson 9: 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? (All pen pal exchanges will be done through the school. Students are not to give out personal email or mailing addresses during the exchange.)

Complete closing questionnaire. Responses are to remain anonymous.

Turn in Journals to the Facilitator. The facilitator will return the journals at the lunch.

Lesson 10: Multicultural Lunch

Participants will end this workshop with a taste of the culture explored.

Explore Region 2

Explore Region 3

Explore Region 4

Explore Region 5

End of Term Wrap-up

Assessment

Students will be considered successful by effectively showing

- Exploration
  - Research Journal
  - Discussion
  - Teamwork
- Participation during exchange
  - Use of new vocabulary
  - Preparation of questions and answers
  - Teamwork
- Language used in Journaling
  - Increase vocabulary use throughout the workshop
  - Improved grammar usage

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. (see appendix A: Closing Questionnaire)

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. Participants should be more comfortable communicating in German in a group of peers.

An invitation for a former student to come back and participate as a mentor during a subsequent year will 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 relationship prior to the virtual exchange or a continuing relationship after the virtual exchange building bridges of friendship and community. Also, the possibility for an ongoing exchange between teachers should be encouraged.

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

This course could be used in conjunction with a Social Studies program to provide a more in depth understanding of Geography and Cultures.

Suggested Resources

This reading list may vary to include regional stories that relate more to the explored region and community.

Books for Facilitators and Mentors

Forcey, L. R., & Harris, I. M. (1999). *Peacebuilding for Adolescents: Strategies for educators and community leaders*. New York: Peter Lang Publishing.

Harris, I. M., & Morrison, M. L. (2003). *Peace Education*. McFarland & Company, Incorporated Publishers.

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

Books for Students

Mollhausen, B. (2006). *Tagebuch einer Reise vom Mississippi nach den Küsten der Südsee: Eingeführt von Alexander von Humboldt*. Adamant Media Corporation.

This is a facsimile of the 1858 edition published in Leipzig by Hermann Mendelssohn.

Websites

*Facilitation 201: Approaches and Techniques*. <http://www.idealists.org/ioc/learn/curriculum/pdf/Facilitation-201.pdf>

This document gives a good list of facilitation guidelines in a lesson format. Especially useful is the Bag of Tools beginning on Page 15.

*The UK German Connection*. [http://www.ukgermanconnection.org/cms/?location\\_id=3](http://www.ukgermanconnection.org/cms/?location_id=3)

This website is set up for youth exchanges between the UK and Germany. There are fun language links here.

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

Whatever region of the globe your students are learning about, the Cyber School Bus has something for them!

Appendix A

Global Explorer Questionnaire

How would you rate this workshop overall on a scale of 1 – 10?

1 2 3 4 5 6 7 8 9 10

What changes would you make to this workshop?

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What would you keep the same?

What will you take away with you from this experience?  
Appendix B

2005-2006 edition Second Language Standards from the Oregon University System Guide to Teaching and Assessing Proficiency for University Admission

2005-2006 edition Social Science Standards from the Oregon University System Guide to Teaching and Assessing Proficiency for University Admission