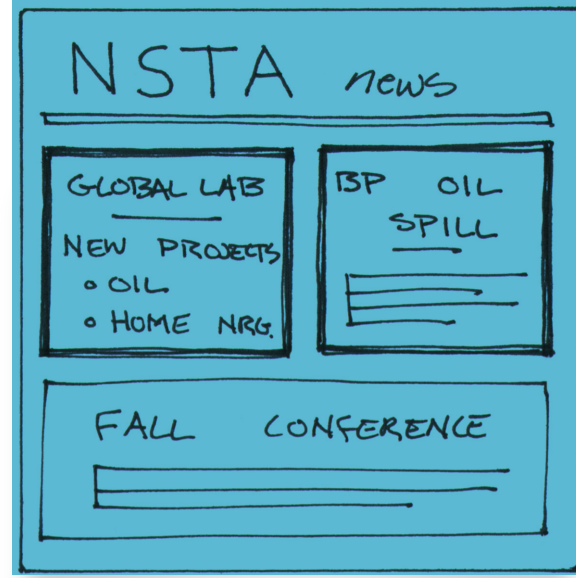


Discovering GlobalLab

When developing new content, teachers informally exchange ideas with colleagues or go to trusted websites run by teachers, government programs and associations. Teachers discover new content at workshops, conferences and in training.



GL Training
Work with continuing education organizations to sponsor workshops that teach use of technology in the classroom while giving teachers continuing education credit.

GL Promotions
Partner with organizations like the NSTA and include project updates on their newsletters or host workshops during conferences.

JOINING GLOBALLAB

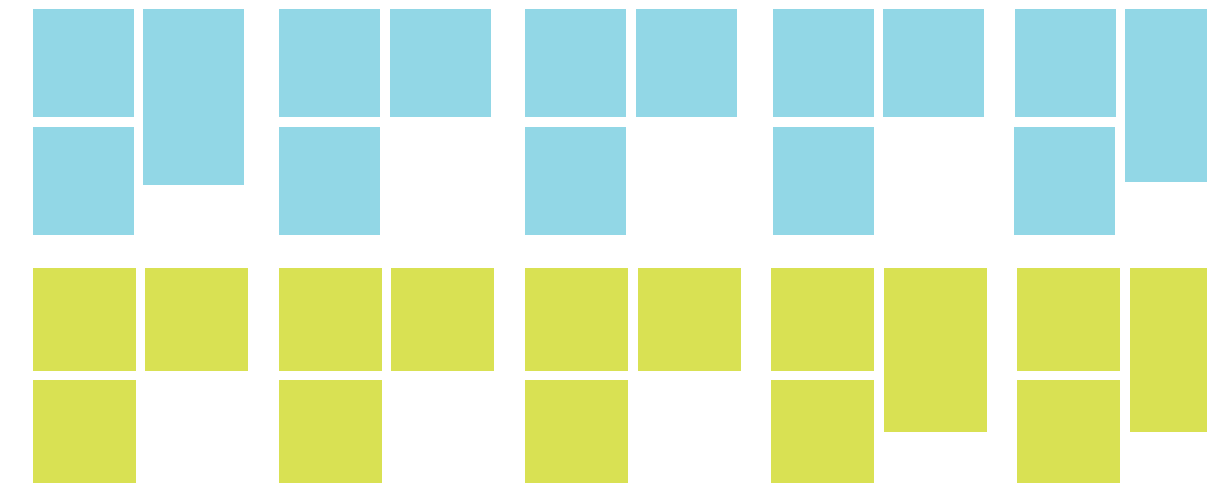
Teachers have little time or funding for extended projects. Many teachers are intimidated by technology and lack access to advanced equipment, such as probes. Students surpass teachers in their use of technology.



Open Access
Provide all software or give teachers the option of using standard programs like Excel or free apps like ScratchPad and GoogleEarth.

Toolkit
Sell a package with all necessary software and hardware for the lab. GL could help finance this toolkit through partnerships with companies like Texas Instruments and Pyrex.

PROJECT EXPERIENCE

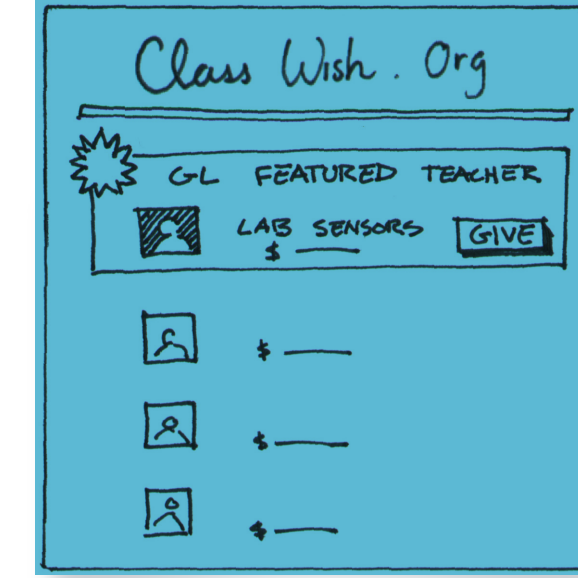


GETTING MORE FROM GLOBALLAB

Teachers do not seek many new projects, but instead customize a few great projects and repeat them year after year.

Schools with merit based pay, such as TAP, encourage teachers to learn new methods and improve their curriculum.

Teachers may also be motivated by standard professional rewards like recognition and higher pay.

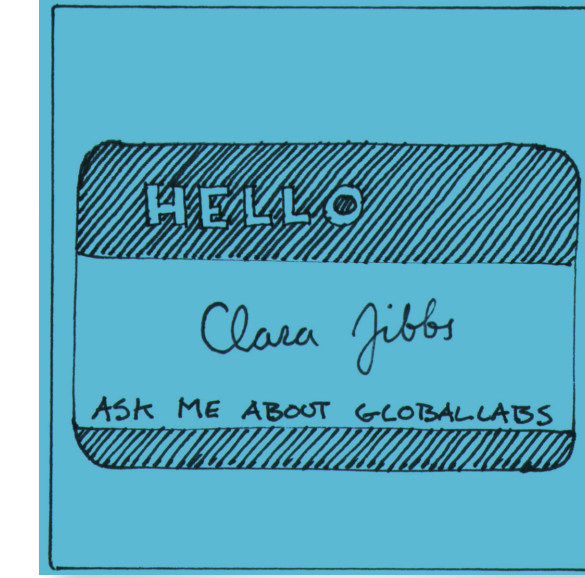


Featured Teachers
To encourage teachers to contribute to GL year after year, provide ways to share success, get recognition and find funding. For example, "Featured teachers" should be promoted not on GL but on websites and during events of respected institutions such as NSTA and MacArthur Foundation.

GL Grants
Reward teachers for their contributions to the community; classrooms for their participation; and groups for developing projects. This can be done through a point system tied to grants or other incentives.

PROMOTING GLOBALLAB

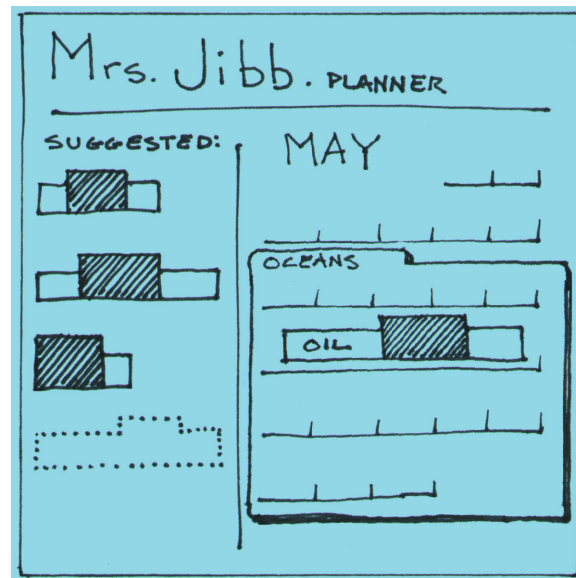
Beyond the classroom, advanced teachers get tapped to develop content, become lead teachers and write for textbooks. These teachers take pride in advancing their professional name.



GL Advocates
Provide opportunities for teachers to become formal advocates for the program. This opportunity will allow them to teach other teachers about GL at workshops and conferences.

LOOKING FOR PROJECTS

The teaching schedule for units is largely determined by individual teachers, and fluctuates based on the pacing of the students that year. Thus teachers need the flexibility to do projects at their own pace and schedule. Teachers will sometimes adjust curriculum based on current events.

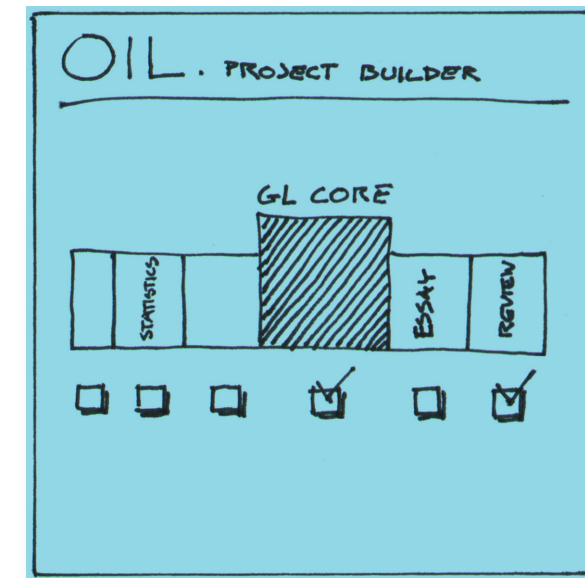


Calendar
Let teachers designate when they teach topics in their profile. Use this data to filter displayed GL projects and recommend ones that fit their schedule and profile. Requirements for scheduling, duration, and syncing, should be apparent up-front.

Headline Projects
Display upcoming projects that are relevant to current events, even if they are outside the current topic area.

FINDING/CUSTOMIZING/CREATING A PROJECT

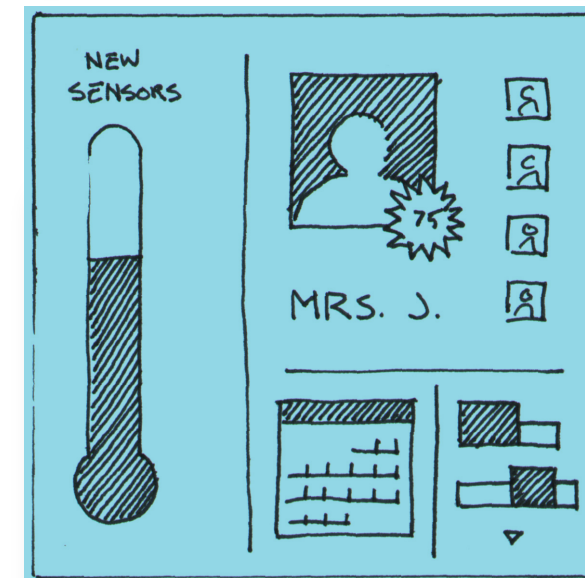
Teachers create new curriculum after workshops, changing schools or subjects, and personal motivation in accommodating environment. They may use curriculum found in textbooks and online, but customize it based on student response, new personal interests, contemporary events, and for required coverage. Longer projects must cover more material.



Bookends
To accommodate a diversity of classrooms, let teachers bookend a standard core (insuring comparable data) with easily configurable optional modules. Standard configurations for different grade levels, perhaps employing different analysis modules, can provide a starting point. Allowing teachers to comment on and contribute to modules will help keep GL fresh.

DOING A PROJECT

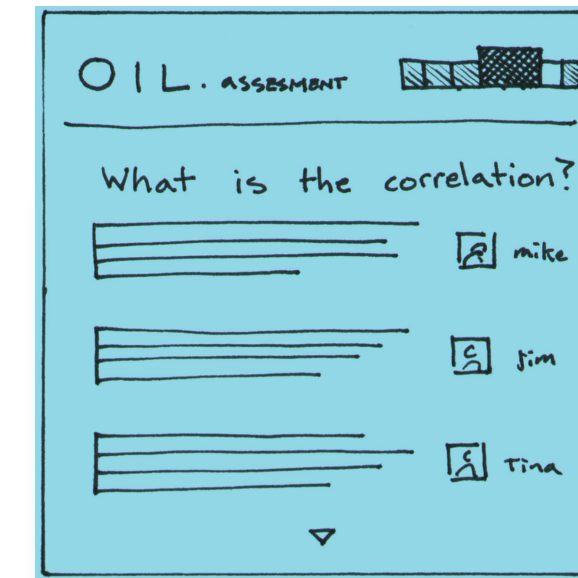
Teachers exchange informal banter among tight communities within schools based on subject and grade. However, within geographically distant classrooms of different grades, teachers may be reluctant to collaborate. As on all social networks, majority of users will be lurkers and their needs must be accommodated.



Participation Points
Lower the barrier to entry by helping teachers manage student privacy and find relevant projects fast. Expect and accommodate teachers who are lurking or contributing very little. Encourage active participation with points and rewards for teachers and classrooms.

COMPLETING A PROJECT

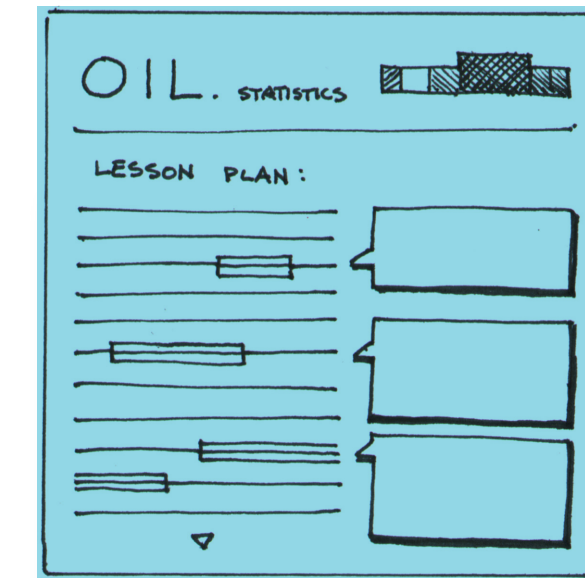
Classrooms today are driven by assessments. In labs, teachers evaluate group work skills as well as individual learning.



Critical Questions
Include an assessment module to be completed by individual students rather than teams. By including means for assessment GL can encourage teachers to stay involved in GL and not simply download projects and data to be completed outside of GL.

REVISING A PROJECT

Teachers share their classroom activities within their social-professional circle to seek help revising and adapting projects for next year. Teachers mark up textbooks with notes on what went well and with references to additional media to improve the lesson for the following year.

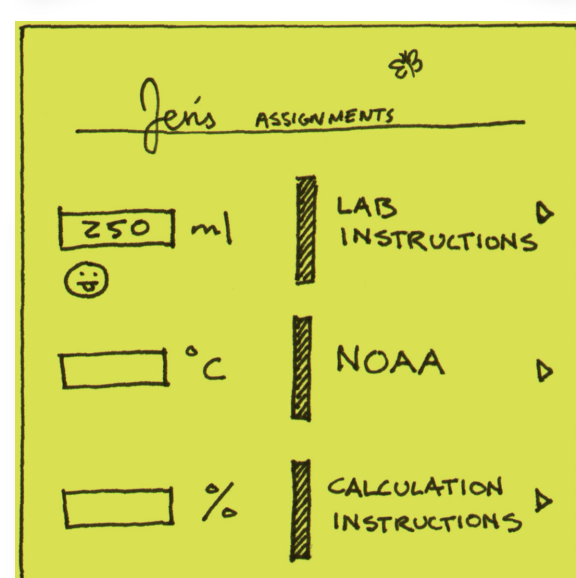


Sandbox & Digital Margins
To encourage teachers to share revisions with the community GL should provide them with a place to discuss and record revisions. Sandbox: Like on Wikipedia, provide a sandbox for teachers to suggest and test revisions before they are adopted by the project. Digital Margins: Like textbook margins, GL should designate a personal space on the project that teachers can use to leave notes for themselves when they do the project again next year.

Favorites
Allow teachers to save their 'favorite' classrooms so they can connect with them on future projects.

GETTING EXCITED

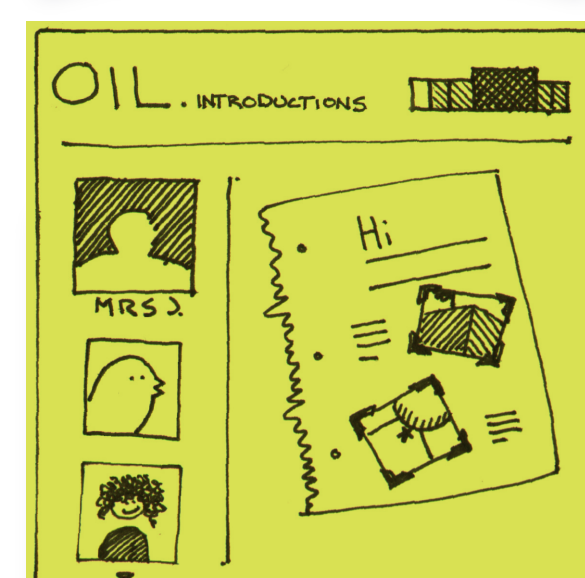
Students are highly engaged when projects fit their interests and are hands-on. Hands-on projects are especially exciting when the students have time to tinker and be creative, rather than following step by step procedure.



Extra Credit Modules
Build bridges between data and students with modules that ask students to relate the project to their life and interest. For example, if they are studying the relationship of oil and water, have them test if their favorite drink is water soluble.

GETTING TO KNOW YOU

Student access to the internet is highly controlled in many school systems. It may be necessary to work with administrators to insure access and collect release forms. Students are motivated by social interaction with their peers, especially when there are points of similarity.

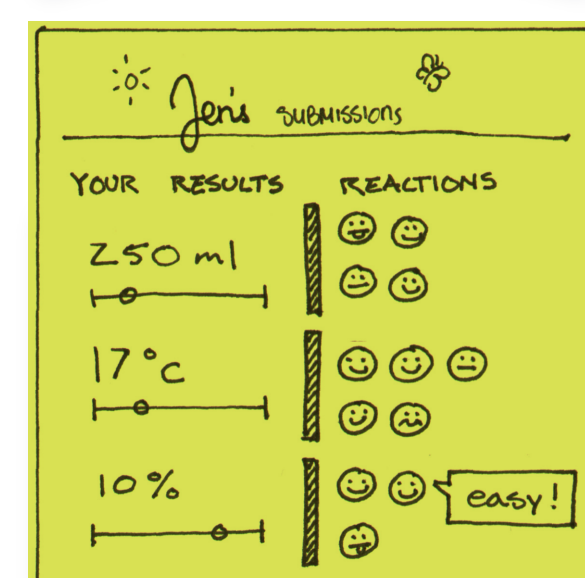


Introductions
GL letters of introduction are a good way to start a conversation. Make the letters more visual and structured, to support those classes too young to write well.

KEEPING SOCIAL WHILE LEARNING

Schools rarely engage with other schools after initial letters of introduction.

Data collected by classrooms is no different from generic data except when it is incorrect. Incorrect data is humanized for the students, and a fun opportunity to be critical of other classes.



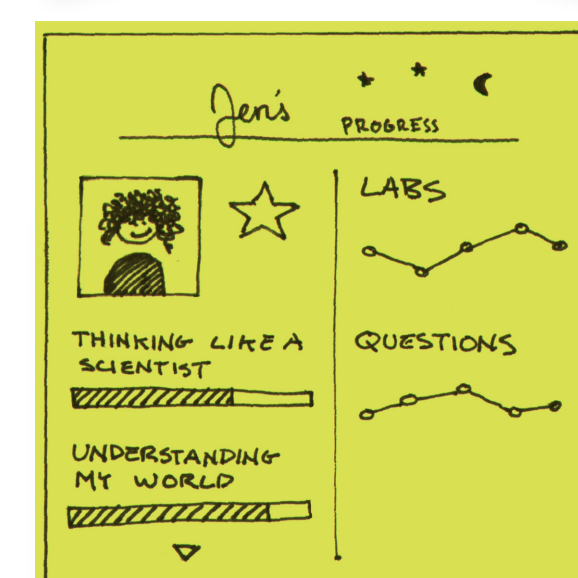
Annotations
Integrate social interaction throughout the project by allowing students to annotate their data and otherwise humanize findings.

Albums
Set up systems for easy interaction among students: such as by inviting photographs by students of their process and allowing comments on photos.

RECEIVING FEEDBACK

Longitudinal and web-based projects accommodate formative evaluation: teachers can keep track of student progress and make course adjustments thus benefitting current students and not just those of next year.

GL projects facilitate evaluation of process and not only final deliverable allowing for a more comprehensive assessment.



Q&A
Provide questions at the completion of each module which encourage reflection and relate to interests. Answers to these questions should be of interest to other students and provide feedback to teacher. For example, answering: "Which of your data points is the most incorrect?" demonstrates comprehension and helps others use the data.

Private Student Profiles
Students should have individual profiles. Part of their function would be to aggregate a students data, findings, comments, question answers in one place for easy final assessment.

CONNECTING TO YOUR LIFE

Teachers make their lessons more engaging by making connections to the lives of their students. Socialization, while not topically related, can increase the positive associations of students with the project and potentially inspire them to learn more.

Public Student Profiles
A social page where students can track their progress, map schools with which they have collaborated, find peers for extra-credit projects, and keep in touch with links to Facebook or other social networks of which they are a part.

Project Yearbook
Let students contribute to a project yearbook page by leaving notes and project photos.

GL Library
At the end of the project, GL recommends books or movies related to this topic.

