Bi-National Learning and the Internet: Grassroots Experiments in Global Education

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Advertised Session Description

- Students at a French immersion high school in Ottawa and a school in Brazil exchange recipes, using a combination of French, English and Portuguese. The Brazilians discover they like poutine! Children in a rural Sierra Leonean village devastated during the civil war and a school in Mississauga collaborate to produce an online art gallery of pictures about what peace means to them. What do these examples and hundreds of thousands like them mean to the participants? What are the benefits and challenges of collaborating across countries and cultures in the design, implementation, and assessment of learning activities?

- Such activities by their collaborative nature support global education, whether it emphasizes peace, social justice, citizenship, ecology, or any topic or issue of shared interest. Bill Egnatoff will present a conceptual framework for bi-national collaboration of this sort. He will illustrate the framework from relevant literature, through his experience in teaching a course called Global Education Through International Collaboration, and through his peace education design research with colleagues in Canada and Sierra Leone. That work includes experimentation with, and evaluation of, a variety of tools and systems to support collaboration among twinned school communities, pre-service and in-service teachers, teacher educators, and researchers.

Bi-National Learning and The Internet

- Examples and A Conceptual Framework
- A New Pre-service Teacher Education Course
- Developing a Research Program: A Canadian-Sierra Leonean School Twinning Program

Examples from Experienced Educators

- Doug Farquhar: Gr. 7/8 International Ocean Treaty Negotiation Simulation

- Dalia Najokaitis: Gr. 4/5 pull-out enrichment
  - Taming the Tube
  - Students Against Landmines

- Stephen MacKinnon: High school
  - Global Virtual Classroom contests

Examples from Teacher Candidates

- Poutine in Brazil: Multi-lingual Recipes

- An Online Art Gallery: A Mississauga-Mapaki Collaboration

- Ecological Footprint Curriculum—five-person team

- Organic farm non-formal education, Costa Rica (foundation for future international collaboration); now collaborating from Trinidad with Sierra Leone

- Global education resource development: "If the earth were a village," "The status of women in the world"
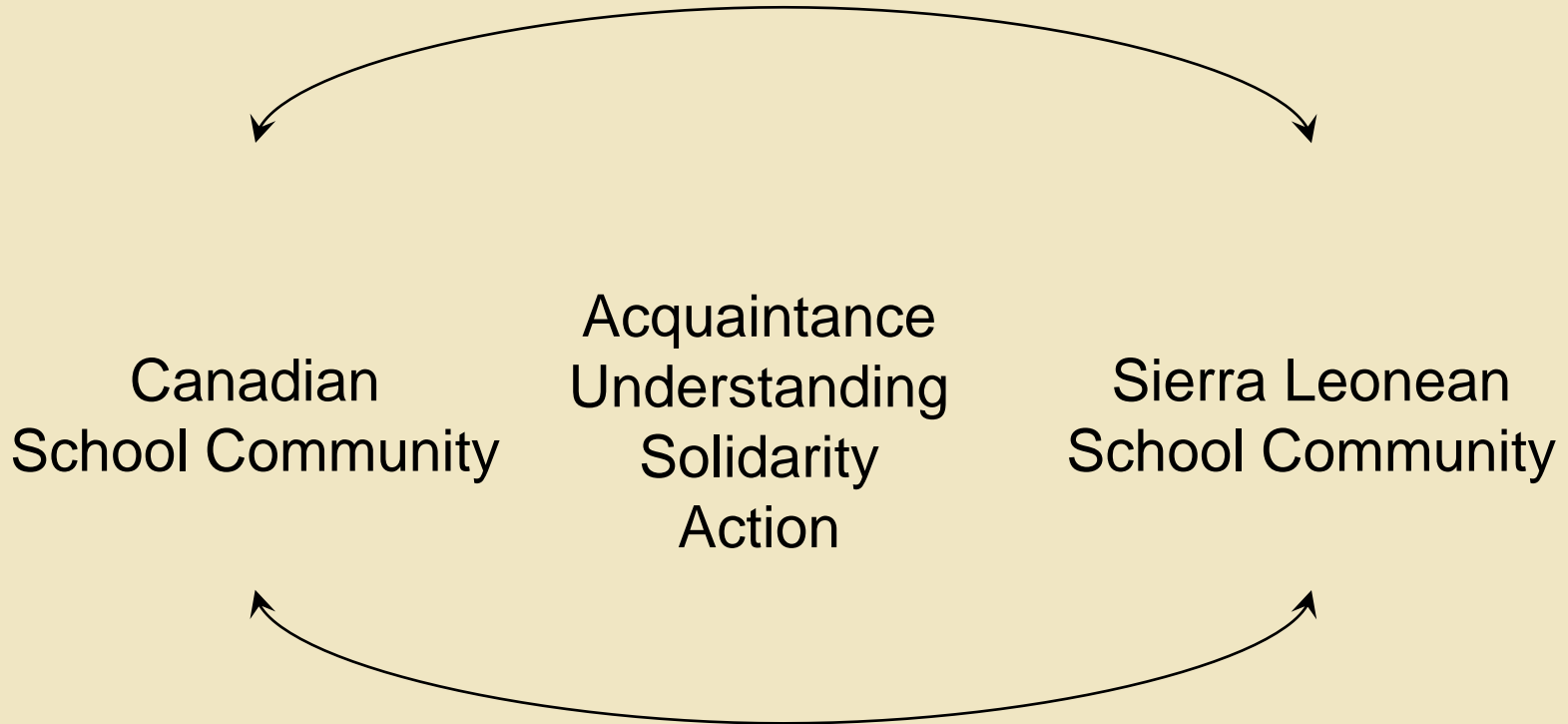
See http://globaled.educ.queensu.ca

Resource Organizations

- iEARN, iEARN-Canada

- Global Virtual Classroom

- International Schools CyberFair (GlobalSchoolNet.org)

- Mondialogo (Daimler/UNESCO)

- TakingITGLobal

- Greenlearning.ca

- Earth Force: Global Rivers Environmental Education Network

Conceptual Framework

Bi-National Learning and the Internet

School Twinning/Networking

Canadian
School Community

Acquaintance
Understanding
Solidarity
Action

Sierra Leonean
School Community

Participants/Community Members

- Classroom-classroom
- School community-school community
- Teacher-teacher
- Teacher educator-teacher educator
- Researcher-researcher

The Internet as Mediator

- Channel of communication
- Medium of publication
- On-line commons
- Match channel to purpose; variety needed
- Careful moderation essential

Major Themes

- Peace Education

- Social Justice Education

- Global Education

- Democracy Education

- Character Education

Readings

- Brantmeier, E. J. (2003). *Peace pedagogy: Exposing and integrating peace education in teacher education.* [CEO & Caritas] Catholic Education Office & National Catholic Development and Caritas Office (2007). *To reach peace and teach peace. Catholic Junior Secondary School—Peace education Programme 2007. Caritas: Sierra Leone.*

- Boulding, E. (1990). *Building a global civic culture: Education for an interdependent world*. Syracuse, NY: Syracuse University Press.

- Cook, S. A. (2008). Give peace a chance: The diminution of peace in global education in the United States, United Kingdom, and Canada. *Canadian Journal of Education, 31(4)*, 889-913.

- Cummins, J., & Sayers, D. (1997). *Brave new schools: Challenging illiteracy through global learning networks*. New York: St. Martin's Press.

- Fox, M., & Staub, L. (2001). *Whoever you are* (1st Voyager Books ed.). San Diego: Voyager Books : Harcourt.

- Mundy, K., & Manion, C. (2008). Global education in Canadian elementary schools: An exploratory study. *Canadian Journal of Education, 31(4)*, 941-974

- Parker, W. C., Ninomiya, A., & Cogan, J. J. (1999). Educating world citizens: Toward multinational curriculum development. *American Educational Research Journal, 36(2), 117-145.*

- Willinsky, J. (2005). Keep the whole world at your fingertips: Education, globalization and the nation. *Education Canada, 45(1)*, 24-26

Carolyn van Gurp

- Social justice educator
- Supporting rural education development
- School twinning
- 8 months in Sierra Leone
- 4 months in Canada
- September 2008: Teaching Excellence Fellowship at Queen's Faculty of Education

School Twinning for a Small Planet

Peaceful Schools International

Welcome to Peaceful Schools International

Peaceful Schools International, a Canadian charitable organization, was established in 2001 by Hetty van Gurp, an internationally recognized educator and author. A network of dedicated, locally-based Regional Coordinators provides support to schools that have declared a commitment to creating and maintaining a culture of peace.

PSI has over **250** member schools around the world! In these schools, students, teachers and community members work together to ensure that everyone feels safe, respected and valued.

Founder - Hetty van Gurp

Latest PSI News

Register online for two-day Conflict Resolution workshop in August

Sign up for monthly news from PSI here.

Student summer job with PSI in Halifax, NS

Unique inspiring gift for students or colleagues

School Twinning for a Small Planet

- **"Ow di bodi?"** (discovering similarities)

- **Where are you**? (learning about our world)

- **How's school?** (schools' roles in community)

- **Fair's fair; how can we share**? (needs/wants)

- **Food for thought** (food sustainability)

- **Dual fuels** (sustainable energy)

- **Keeping the peace** (community peace-keeping)

- **Dancing up a storm** (cultural traditions)

Twinning Guidelines

- Solidarity not charity

- At least one-year commitment

- Classroom to classroom, not pupil to pupil

- common learning and action related to peace and the environment

Lessons/Tips
from Stephen MacKinnon

- timely communication from whole group

- communicate, communicate, communicate (might be emailing other teacher daily)

- monitor student communication carefully

- build in time to reflect on what is going on, so that you're learning as a teacher

- take risks; don't be afraid to take the next step

- create a step by step To Do list, so students can follow along and understand how to remain on task

1. Have you engaged your students in international collaboration as part of your teaching?

2. Have you engaged in international collaboration with other educators in planning international collaboration for your students?

Discussion

1. What do you see as the benefits of bi- (or multi-) national educational collaboration as illustrated and outlined so far?

2. What do you see as the major challenges we face in such collaboration?

Collaboration in Global Education: Launching a New Focus Course

Global Education Through International Collaboration

The B.Ed./Dip.Ed. Final Year

Classes (4 wks)	Prac (4 wks)	Classes (3 wks)	Prac (4 wks)	Classes (6 wks)	Prac (4 wks)	Alt. Prac (3-4 wks)	Classes (2.5 wks)
Sep	Oct	Nov	Nov-Dec	Jan-Feb	Feb-Mar	Mar-Apr	Apr

Program Focus Course
• 0.5 credit elective (36 hours)
• 3-week alternative practicum

Global Education course niche

Course	Social Justice	International Collaboration	Teaching Abroad	Internet Use
Global Education Through International Collaboration	Central	Central	Practicum may be abroad	Central
Educators Abroad	Possible	Possible	Central, practicum normally abroad	Possible
Teaching and Learning Online	Possible	Possible	Possible	Central
Teaching for Social Justice	Central	Possible	Possible	Possible

Course Aim

- To build participants' capacity as educators to engage students in global education through international collaboration

Course Objectives

1. To construct and justify notions of global education that inform our teaching
2. To reinterpret our experience in relation to our emerging ideas of global education
3. To develop a repertoire of practical possibilities for global education
4. To develop practical global education resources and skills in using them
5. To develop skills in using information and communications technology to support global education

Aspects of the Course

1. learning what is possible through examining past and current teacher practice in international collaboration between school communities

2. participatory curriculum design from a critical perspective

3. developing know-how in establishing successful partnerships and using appropriate Internet tools

Global Portfolio

- Experience of residential mobility

- Travel experiences

- Languages

- Media experiences

- Persons who shaped your world view

- Events that shaped your world view

Adapted from Boulding, Elise (1988). *Building a global civic culture. Education for an interdependent world.* Syracuse University Press.

Syllabus, including Candidate-led Sessions

- Cross Cultural Experiences
- Teaching and Learning of Peace and Social Justice in Overseas Contexts
- Collaboration in Teaching
- Globalization & Cultural Responsiveness in Education
- Uses and Availability of Communication Technology Globally

Dawson City-Mapaki-Kingston

- Online conference (*Elluminate Live!*) with teachers in rural Sierra Leone, a teacher in Dawson City, Yukon, and my class

- Exchange of letters between my class and Grade 3 pupils

Practicum Examples (2009-2010)

- Global education classes in Canada; school twinning in Sierra Leone; school and village recycling in Dawson City; multicultural and folk arts centres in Canada and England; International schools in Korea, Honduras, Columbia, Guatemala, Chile; developing international mathematics curriculum resources; United Nations; Canadian Letters and Images Project; Huntsman Marine Science Centre; Canadians for Women in Afghanistan

Practicum Challenges

- Envisioning (need for more examples)
- Finding a host professional
- Connecting with expectation of international collaboration
- Logistics

Use of Information Technology

- Knowledge Forum→free pbwiki: main medium for course organization, discourse, and information sharing

- *Elluminate Live!* (online conferencing with guests, recording, use during practicum)

- RefWorks (bibliography, reference notes, readings)

- MediaWiki (reporting at end of course)

- Class initiated: PBWiki, Moodle, TakingITGlobal, etc.

Benefits

- Guests to guide us
- Inspiring readings
- Great sharing of resources and experience
- Developing expertise in using the Internet
- Making contacts for future collaboration

In Their words (08-09) . . .

- "I see a lot of new ways to connect communities together using technology. We've been exposed to a bunch of really dynamic projects happening around the world. I now feel much more aware of the really different ways that you can use technology to facilitate learning in or outside of the classroom. My alt prac was fantastic . . ."

- "I think the heart of this course is something really important and that was very appealing to me. Global politics, issues and collaboration are topics I am interested in and always thirsting to learn more about."

- "Benefits for other people are that they were able to share their work with other students and learn from other students work. They are also able to open up their classrooms to other cultures, not through a third person textbook but directly from a person from that country and culture. The teachers also have the benefit of seeing how this type of project works within their classroom and can continue to use it in the future (and possibly they can modify it for their own class)."

Second Year

- Developed more practicum possibilities

- Revised and expand reading syllabus (with knowledgeable TA); connected more with research on global education

- Have candidates generate and lead discussion on major themes (second half of course)

Discussion

Canadian-Sierra Leonean Collaboration in Peace Education

Developing a Research Program on School Twinning/Networking

Slow and Steady Progress!

- 5 ½ years of partnership and program development

- Exchange visits of key players

- Research proposal development

- Course development

- Background research

- Development of research program on school twinning→networking

Global Education Teacher Education Initiatives

- Workshops and communication support for Sierra Leone teachers at cdpeace (Centre for Development and Peace Education) pilot schools involved in school twinning

- Queen's Alternative Practicum March-April three weeks 2008, 2010 (two candidates each year)

- Queen's: Global Education Through International Collaboration focus course (started Fall 2008)

- Current major expansion of cdpeace school twinning program to include teacher-teacher communication

Design Research to Support Global Education

- Background research on education system and context in Sierra Leone
- Multi-national survey (P. Joong, K, Noel) on teacher views of Education for All school reform, including Sierra Leone
- Initial study of teachers' views of the educational impact of school twinning
- Development of a program of design research on bi-national school community networking and teacher professional development (in progress)

SIERRA LEONE

LEGEND
International Boundary
Road
Rail
Airfield

Approx. scale
0   10   20   30 Miles
0 10 20 30 40 50 Kilometres

GUINEA

LIBERIA

ATLANTIC
OCEAN

Labels on map:
Kindia, CONAKRY, Forecariah, Faranah, Gberia Fotombu, Kabala, Kissidougou, Samaia, Kamakwie, Madina Junction, Pendembu, Kurubonla, Kambia, Batkanu, Bumbuna, Saiama, Mange, Kotolon, Makeni, Mambolo, Port Loko, Foredugu, Magburaka, Koidu-Sefadu (Kono), Jagbwema, Guéchédou, Lungi, Rogberi, Marampa, Yengema, Njaiama, Lunsar, Njaiama Sewafe, Koindu, Pepel, Masuri, FREETOWN, Lumley, Masiaka, Moyamba Junction, Yele, Mongeri, Dodo, Kailahun, Hastings, Waterloo, Pendembu, York, Bauya, Taiama, Lago, Daru, Shenge, Mano, Bo, Blama, Kenema, Gbangbatok, Sembehun, Nitti, Bamba, Koribundu, Joru, Momaligi, Bandajuma, Bonthe, Potoru, Pujehun, Zimmi, Sulima

Rivers: Great Scarcies, Mongo, Bagbe, Little Scarcies, Mabole, Pampana, Bafi, Rokel, Sewa, Gbangbeba, Jong, Moa, Mano, Sherbro River, Kittam, Sherbro Strait

Two Hats!

Teacher educator/researcher: global education, Canadian-Sierra Leonean school networking

cdpeace volunteer: electrical and Internet infrastructure

CDPeace
Centre for Development and Peace Education
Mayagba, Sierra Leone, West Africa

February 9, 2010

- Home
- About cdpeace
- Projects
- Newsletter
- School Twinning
- What You Can Do
- Volunteers and Visitors
- Links
- Contact
- Volunteer's Blog

Welcome to the Centre for Development and Peace Education

Established in Sierra Leone in 1992 by **Dr. Thomas Mark Turay** and **Mrs. Mary Hawa Turay** with operations disrupted during the war, cdpeace is facilitating twinning relationships between communities in Canada and Sierra Leone in health and peace education. **Read more about cdpeace.**

Mary Hawa Turay
& Dr. Thomas Turay
cdpeace Co-Founders

Updates:

cdpeace Administrative Building Construction is in Progress

The construction of the cdpeace Administrative Building has started in January 2009. We thank CIDA for giving the initial support through PSI and we also thank all those that

cdpeace: Centre for Development and Peace Education

Founded 1992 by Dr. Thomas Mark Turay and Mary Hawa Turay

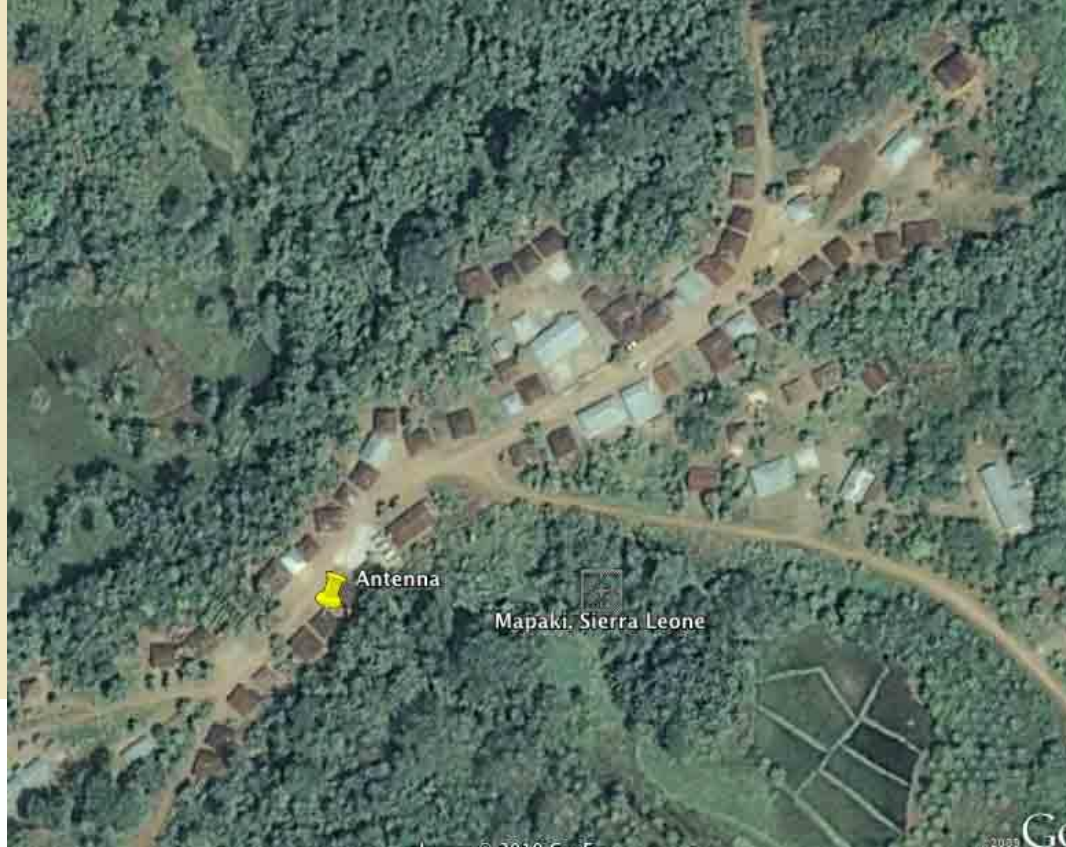Mary   Thomas

Rural Capacity Building

- What's in your basket?
- International School Networking
- Gender sensitization
- Agricultural development
- Peace education
- Conflict transformation
- Leadership development

What's in your basket?

cdpeace campus

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Building Headquarters

From house on loan from the village of Mayagba . . .

. . . To 23 acre donated campus with admin building in a few months, then "Listen to the Children" centre

R.C. Primary School
Mayagba

Teacher Education Initiatives

- Workshops for teachers in Mapaki

- Queen's Alternative Practicum March-April three weeks 2008, 2010 (two candidates each year)

- Queen's: Global Education Through International Collaboration focus course

- Major expansion of school twinning program to include teacher-teacher communication

R.C. Primary School
Moria
New building
8° 45'26.05"N
11° 56'6.23"W

My name is Abu B. Fornah [Head Teacher, R.C. Primary School, Moria]

And we have Bill Egnatoff, Professor of Education at Queen's University

Now just from what you have seen, what do you think you and your teachers would be able to do with a program like this to help your children understand the world and where they are in the world?

[pause] Come back.

How could we use this to help children understand the world, the earth?

By showing this photo, the palm trees, the mango trees, the orange trees around,

Yes. Have the children ever made maps of the village, of where they live, of the school yard?

Exactly, some time back we did it with CARE International.

But have any of the children here done that kind of thing?

We the teachers were involved with that.

The teachers, but not the children.

Not the children.

Do you think that is something we could do?

Yes it is good to do it with the children.

So we could use this [the computer with Google Earth], and we also used the GPS, we had the GPS receiver, and we used the coordinates from that to find the spot where the village is on Google Earth. Maybe part of the workshop could be with making maps, or that's something our teacher candidates could develop later on. Because that's a way of understanding the mathematics,

Exactly

and as you said the communication, geometry, and then recognizing, now it's all blurry, but maybe we need to zoom out a little bit . . .

At teacher workshop: explaining the GPS receiver in relation to the globe

Teacher to colleagues: Using the globe

Expansion of Twinning

- 11 pilot schools; 5 needed partners
- iEARN-Canada→over 40 responses
- Expand to 17 schools, include senior secondary
- Grow from twinning to networking (wiki)
- Experiment with live online communication
- Couple networking with professional development
  - Alternative practicum (two candidates)
  - Teacher-teacher communication

What Canadian Teachers Hope For

- "My students and I will be able to grow as people and learners."

- "I am hoping to have my students connect with other students around the world. Officially, we would like to ask questions about HIV and Climate Change. Unofficially, I want students to connect with someone outside of their small world."

- "It is our belief that as followers of Christ, we need to become citizens of the world, not just citizens of our own city."

More from Canadian Teachers

- "I am very excited with this twinning opportunity! It will open up the world to students, making them look outside of their 'smaller' world that they know, and broaden their experiences."

- " We have spent some class time comparing NB to Sierra Leone and were interested to note the similarity in size of the province and the country, the fact that both are located on the Atlantic Ocean, and that both display the lion on the respective coats of arms. We look forward to sharing."

- "I am looking forward to sharing experiences and solving problems together."

Challenges

- Establishing productive, healthy partnerships
- Working through misunderstanding and broken commitments
- Balancing personal and professional involvement
- Facing the contrast of luxury and hardship
- Setting micro-level grassroots work in a broader perspective

Rewards

- Close coupling of research and teaching
- Small but significant benefits to participants
  - Building sense of hope amidst great hardship
  - Expanding view of the world
  - Developing international neighbours
- Preparing beginning teachers for international collaboration as a means of global education
- Satisfaction of being highly interdependent

Acknowledgements

Discussion