Lesa Childers
Kansas City, MO, U.S.A.

Name of the iEARN project selected:

One Day in the Life

Content Area(s):

Mixed (I teach a technology class; the project fits several different disciplines)

Grade/Age Level(s):

age: 14-15   grade: 9

Teacher goals:
What are your goals for this project as an educator?

 Expose my students to day-to-day life in other countries, so that they develop a sense of shared humanity with others in distant places.
 Provide continued practice for my students with digital authoring tools, such as iMovie, Picnik, Photoshop, and Garageband.
 Prompt students to examine their daily routines and compare them with others.
 Examine my own habits and routines, including levels of consumption and waste.
 Spark and contribute to discussion of the meaning of rituals and customs in our country and others.
 Raise motivation levels for students by giving them a wider audience for their work.
 Get some experience with a relatively simple iEARN project, learn from the experience, and consider taking on a more involved project next year.

Student goals:
• What are your goals for your students?

 Develop an appreciation for the daily rituals and customs of all people.
 Track and examine their own and others' levels of consumption and waste.
 Use collaborative tools to research global impact of excess consumption.
 Examine and engage in critical reflection on their own schedules and routines.
 Engage with students in other countries via a wiki, forums, and video conferencing.
 Refine their skills with digital authoring.

• What knowledge will students acquire by engaging in this project?

Knowledge of the impact of their own habits. Knowledge of the cultures and customs of others.

• What subject terms, principles and facts related to the curriculum will students learn through this project?

They will have already learned to use the tools they will need, but we will work on editing movies and slideshows with a specific audience in mind. Students will need to examine their lives from the perspective of an outsider and consider what details might be interesting or revealing of patterns and customs in our culture.

- What are your state, local, and/or national curriculum standards that this project addresses? Include required technology standards if applicable.

From the NETS standards:

1 a. apply existing knowledge to generate new ideas, products, or processes.
2. a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures.

Timetable
● Create a timetable. (You can start this project during this course)
==> e.g.) Week 1, Week 2, Week 3, etc.

Weeks 1 and 2, 10/24 - 11/4

🖈 Entry event: Watch trailer for film "Life in a Day" (to be released in late July), explore "A Day in the Life of America" and other books in the same series or inspired by the same series; students individually visit "Life in a Day" YouTube page and use the "explore" feature, where they can click on thumbnail images on a globe and watch movies submitted for the Life in a Day Project last summer. Students share comments in response to question prompts.
🖈 Entry event #2: Prezi presentation including video, images, and quotations about consumption and waste; immediately followed by discussion.
🖈 Students introduced to iEARN international with short video from the site.
🖈 Students introduced to project wiki, which will already be set up.
🖈 Skype session to introduce students / teachers in partnering countries? If timing doesn't work, perhaps a quick video exchange where each class shouts out a hello.
🖈 Students decide whether or not they want to document a single day (that is, whether or not they should all be documenting the same day; they may want to each choose a day to document.)
🖈 Project parameters explained. They will each shoot a video or create a photo essay; all shooting must take place on a single day. Possible revision: students will work in pairs. Students wishing to work individually will have the option of creating a photo essay, but pairs will be required to shoot video.
🖈 Students do some research on the partnering countries, post findings.
🖈 In collaboration with students in partner countries, students begin researching waste: waste disposal and treatment; generation of waste by country; landfill locations and impact; recycling programs; energy waste, etc.

Week 3 - 4, 11/7 - 18

🖈 Students decide on day for shooting and begin arranging to check out equipment (or borrow from friends)
🖈 Review of what works / doesn't work in YouTube videos shot for "Life in a Day" and photographs for the photo series.
🖈 Finalizing of research component; results posted on wiki. Discussions in forums with international partners.
🖈 Students create a shooting schedule / plan. Including reflection on how to capture authentic slice of life (avoid staged content), how to shoot for a specific audience.
🖈 Students will begin shooting.

🎯 Quick review: What we learned earlier in the semester while shooting video. Problems to avoid.

🎯 Time to check in with work posted by others on iEARN album page. Students look at work and post in forums.

🎯 Time to check in with wiki.

🎯 Tech support to partner countries as needed, student to student, teacher to teacher, etc., using wiki page for troubleshooting.

🎯 Review of commenting in digital spaces etiquette.

Weeks 5 - 6, 11/21 - 12/2

🎯 More check-in and commenting on wiki and iEARN project page, forum
🎯 Editing of video and photo work begins.
🎯 Instructions for uploading to YouTube or Vimeo and embedding videos on wiki.
🎯 Showcasing videos in class; watching and commenting on peers' work
🎯 Showcasing partner videos and other digital media products.
🎯 Skype session with partners, if possible.
🎯 Reflections on wiki with guiding questions.
🎯 Closing survey -- how likely students are to change habits, etc.
🎯 If there is interest, sharing other project work from earlier in the semester with partner countries.
🎯 Showcasing of videos to our local community.

• How many times a week will you be involved in the project?

Probably every day during the first five weeks; we may be moving on to another project during the last week, but we will still be heavily involved with the iEARN project.

Specific lessons
Introduction
• How will you present this project to your students?

🎯Entry event: Watch trailer for film "Life in a Day" (to be released in late July), explore "A Day in the Life of America" and other books in the same series or inspired by the same series; students individually visit "Life in a Day" YouTube page and use the "explore" feature, where they can click on thumbnail images on a globe and watch movies submitted for the Life in a Day Project last summer. Students share comments in response to question prompts.

• How will you tie it into their curricular studies?

It ties in with the Tech Lit class because they will be using technology and helping others with technology. It ties in with the school's stated mission, which is supportive of respecting the beliefs and cultures of others.

• How will you get them interested in the topic?

The entry event will get them interested because "Life in a Day" is a global project that they will most likely find fascinating. They will be interested in exploring this, I think, and considering what that movie reflects about our common humanity on this planet. They will then be motivated to participate in a similar project.

• What background knowledge do your students bring to the project?

I don't think this project requires any background knowledge, but I might find that some of them have traveled to or are knowledgeable about the partnering countries. That would be a plus, but it wouldn't be required.

PART TWO

Productivity of work
• Will your students need to do research for their project?

They will research aspects of the partnering countries (and specific regions). Students will generate essential questions to guide research. They will apply research skills used for other projects earlier in the semester. I might also have them apply the same essential questions to our own country / region.

• How will they be organized to gather information?

The students will probably work in pairs or groups; if possible, students could be paired up with students in partnering countries to research a 3rd country.

They will post findings on the shared wiki.

• Who will be responsible and in charge?

Students will take ownership by writing essential questions and conducting research. I will facilitate and guide.

• How will you handle the e-mail exchanges, how often, who will be in charge?

I will handle email with teachers in partnering countries. Students in my classes will email each other as needed, but they will mostly be using other collaboration tools.

Collaboration
• How and when will your students collaborate or communicate with other students in the iEARN network?

They will use the iEARN forum and a shared wiki.   I believe the shared Wikispaces wiki, which allows for a forum on each page. We will use the educational designation for the wiki, which allows for a large number of accounts to be quickly generated for students.

Assessment of student work

• How will the appropriateness of student work be evaluated?

We will have a discussion and set guidelines before students create video or use forums. We will use roleplay and students will be prompted to reflect on and share types of content that would be potentially insensitive, shocking, distracting to the overall goals, etc.

• How will you assess the student work?

- in the introduction stage of the project?

I will monitor to make sure that all students are carefullly viewing and commenting on the Life in a Day video and the books. Students who make only minimal comments may be prompted to add more. I will show some model discussion threads on the screen while this activity is in progress.

- in the implementation of the project?

I will check all shooting plans. I will be looking closely at their reflection on how to shoot for the target audience and how to make the video as authentic as possible. For the plans, we may need to develop a set of techniques based on our viewings of Life in a Day videos and the photo essays. In this case they would need to incorporate X number of studied techniques. Plans will be worth a small score.

- in conclusion of the project?

I will work with the partnering teachers and use some of the resources I have read for this class to develop a rubric, which students will have at the beginning of the project. I will probably ask that they provide input on the rubric so that if need be we can revise.
Students will assess their own and their peers' work, and they will provide feedback on their partner's (classmate shooting video) level of participation.

• A great resource: Edutopia Top Ten Tips for Assessing Project Based Learning (pdf)

Conclusion of activity
• When does your participation in the project end?

My first semester students will conclude their participation in early December of first semester; my second semester students will conclude participation in early May.

• How will the students draw their projects to a conclusion?

 They will share their work through a YouTube channel, with videos embedded on designated pages of the project wiki. They will also embed videos on their individual blogs (which are used as e-portfolios throughout the semester).

They will provide general comments on each other's videos and the work submitted by partnering countries.

Once all work is uploaded, they will begin to reflect more deeply on what they are seeing. They will look for patterns and draw conclusions. They will consider what can be learned about their own culture and the quality of their lives through examination of daily habits, rituals, routines.

They will compare and contrast their own video documentation with that of students in other countries and reflect on their findings.

They will conduct the self and peer assessments described above. At the very end, they will reflect on the project (Was it successful? Suggestions for improvement?) on a specific forum on the wiki.

• Action items to consider in this phase

The action items include commenting, sharing media products, comparing and contrasting, and reflecting.

Possible Skills
• Computer skills

- video and photo editing
- uploading to a YouTube channel
- using a wiki to collaborate with others
- embedding video on a web page
- netiquette

• Research skills

- Web research skills, including evaluation of web sites for reliability / validity
- Using Diigo and Google documents to track sources and take notes OR, as an alternative, Microsoft OneNote
- Selecting and distilling essential information from sources

• English language skills

- Engaging in dialogue with non-native speakers, which requires attention to wording, avoidance of slang, etc.

• Critique skills

- Engaging in respectful, constructive critique of classmates' work.
- Evaluation of web sites
- Examination of their own culture.