Cross Continent Comparisons

A Middle School Global Collaborative Project

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EDTC 6103
June 2015

- Connection Phase
  - ISTE Teaching Standards 1 & 5
    - 1. Facilitate and inspire student learning and creativity
    - 5. Engage in professional growth and leadership
  - Communication with Collaborating Partner
  - General Overview
    - Project Plan
    - Technology
      - Communication
      - Project
    - Additional Considerations
    - Common Core English Language Arts Standards
- Design Phase
  - Global Collaborative Project Outline
    - Six A's of Project-Based Learning
    - ISTE Teaching Standard 2
    - Student Handout
      - "The Other Washington" - Cross Continent Comparisons
      - Overview
      - Comparison Topics
      - Research
      - Project Requirements
      - Project Phases/ Dates
        - Introduction Phase
          - Communication 01: Students will…
        - Planning Phase
          - Communication 02: Students will…
      - Research Phase
      - Project Phases
        - Communication 03: Students will….
        - Communication 04: Students will…
      - Planning Document
      - Global Collaborative Project Rubric
- Execution Phase
  - ISTE Teaching Standard 3
  - ISTE Teaching Standard 4
    - Student Communication Phase Examples
    - Student Project Screenshots
- Reflection Phase

Global Collaborative Project

Connection Phase

ISTE Teaching Standards 1 & 5

In order to clearly reflect on the alignment of the ISTE Teaching Standards in the project that follows, I have used the standard number and letter to identify them accordingly.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Communication with Collaborating Partner

For this global collaborative project, I have chosen to utilize an established professional relationship with a teacher from my previous residence in the Washington D.C. metropolitan area. We taught English for four years together in a middle school in Northern Virginia. Although she and I taught 7th and 8th grade respectively, we often collaborated to vertically align lessons. Our prior working relationship and continued friendship provides a ripe opportunity for effective collaboration.

My colleague and I have been communicating over email to brainstorm project ideas as well as establish some of the necessary parameters. Given our subject area expertise and subjects taught, we will focus our attention on language arts content and skills. Over the past week, we have brainstormed everything from using blogs to share and provide feedback on creative writing assignments, to literature discussions using Skype (5. a. & c.). After moving to and working in the Seattle metropolitan area almost three years ago, I have often compared the lifestyle and educational experiences between the two suburban regions. It became apparent that this comparison of communities might provide a rich opportunity for a technology supported collaboration project between our students (5. a. & d.).

General Overview

Project Plan

The goal of this endeavor is to expose our students to diverse perspectives in a global learning experience that utilizes digital tools in an effort to prepare them for an international workplace. We have each decided to select one class to implement this project with and will establish partnerships between students. Each partnerships will be asked to select a social or civic topic of interest from in an effort to draw a comparison between the two respective communities. This could range from a comparison of the average school day and educational requirements to a comparison of a local issue such as minimum wage (1. b.). Research will be completed and the opportunity to construct new knowledge together in the form of a tangible, innovative product of their design (1. a. & d.). This product will showcase the comparison as well as student reflections that can ultimately be shared with real audiences (1. c. & d.). Examples might include infographics, editorial pieces, or video journals (5. a.). This type of project-based learning has applications beyond the classroom, as students will practice lifelong communication and problem solving skills along the way. Students will also be engaged via the choice to select an area of interest to investigate, digital tools used, and products constructed.

Technology

The discussion of our respective technological resources led us to decide that this might be a perfect project to highlight student choice. Students will need more than one digital tool to complete the project, as one tool will be necessary for communication and another for executing the final project (5. b.).

Communication

One concern I had is the monitoring the communication between students. It seemed appropriate to maintain an oversight role in this arena (5. b.). Therefore, Edmodo, a forum that I am comfortable with and can oversee, will be set up to create small groups for each partnership to communicate and plan their research and product (1. b., c., & d.; 5.a. & b.).

Project

Students will determine the best digital tool for constructing their final project once their research is complete. For example, her school is a Google Apps for Education school and mine is not. As such, we did not feel that one particular tool would work best for all of our students. However, I do have students that regularly utilize Google Docs, etc. Therefore, a partnership could decide to use Google Docs to complete the assignment, while another group might decide to use Microsoft Word and send drafts back and forth using Edmodo. Yet another group might decide to create an iMovie together, with one partner doing the editing while another reviews and sends feedback. (5. b.)

Additional Considerations

This project will require multiple check-ins with the collaborating class, but will be primarily asynchronous in nature. If an opportunity presents itself for groups to communicate in real time this will be supported. However, our secondary school classrooms are constrained by the timing of the class periods and therefore real time communication between time-zones is difficult to orchestrate. Lastly, see below for Common Core English Language Arts standards and the Six A's of Project-Based Learning, as they align with the preliminary plan for this project.

Common Core English Language Arts Standards

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

Design Phase

Global Collaborative Project Outline

Six A's of Project-Based Learning

Authenticity	This project will investigate a community topic that has meaning to the student partnerships. Depending on the topic chosen, students may produce a product that has relevance to other members of their community.
Academic Rigor	The project requires that students master the Common Core English Language Arts standards outlined above to complete the project.
Applied Learning	The learning will take place in the context of real-world evidence. Students will have to use skills of collaboration, technology, communication and problem solving to achieve a final product. Students will also have to use organizational skills and project-management skills to complete the assignment.
Active Exploration	The project will require students to complete research or investigation using a variety of media, resources, possibly including experts.
Adult Relationships	Students will work closely with their own teacher to guide their progression through the assignment.
Assessment	Students will regularly self-assess and peer-assess to monitor their progress and achievement of assignment criteria. The following collaboration rubric will be one aspect of the assessment process. http://bie.org/object/document/6_12_collaboration_rubric_ccss_aligned

Steinberg, A. (1997) *Real Learning, Real Work*. New York: Routledge.

ISTE Teaching Standard 2

Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

In order to clearly reflect on the alignment of the ISTE Teaching Standards, I have used the standard number and letter in this next phase of the project to identify how ISTE Teaching Standard 2 integrates in the student handout that follows.

Student Handout

"The *Other* Washington" - Cross Continent Comparisons

Global Collaborative Project - 7th Grade

(D.C. Metro Area)

(Seattle Metro Area)

Overview

Over the course of the next weeks, you will have the opportunity to communicate and collaborate on a shared assignment with a partner from the other side of the country! The goal is not just to have this opportunity to communicate, but also to learn about another part of the country and the students who live there by working together to create one project.

Comparison Topics

As a partnership, you will decide whether you will focus on comparing your respective school districts, counties, entire metropolitan areas, or entire states. This will be dependent on your topic. For example, if you are comparing your typical school days and education requirements, you would want to focus on your school districts. However, if you are looking at most common professions and industries, you probably want to expand to look at your metropolitan areas (closest major city and the suburbs that surround it). Finally, if you are exploring difference in the law (i.e. legalization of marijuana or capital punishment) you'll want to look at the entire state.

- School Day/Educational Requirements (# of hrs, days/yr, # of periods and type of classes required, etc.)
- Average Population Statistics (income level; demographics -age, gender, diversity; etc.)
- Climate/Geology/Geography
- State Laws: Marijuana Legalization, Capital Punishment, etc.
- Average Crime Statistics
- Most Popular Youth Extracurriculars (sports, the arts, etc.)
- Government Structure (organization, senators, # of congressional districts, etc.)
- History (Native American populations, Statehood, etc.)
- _____
- _____

Research

You do not need to include direct quotations, but you do need to cite your information in a separate Works Cited page. We will discuss paraphrasing methods in class. You will also use search.creativecommons.org to search for images used in your assignment.

Project Requirements

Your final project should have least ten different points of comparison, a works cited page, and a final independently created reflective paragraph explaining your part collaborative process. You will also consider the following questions: What did you learn from your experience? What surprised you the most about the comparisons? How difficult or easy was it to collaborate with someone in a completely different state and time zone?

Example of Final Products:

- Infographic
- Editorial
- Video Journal
- Prezi
- Animoto Video
- iMovie Video
- _____
- _____

Project Phases/ Dates

The following steps are designed to be asynchronous in nature, but synchronous communication is encouraged if feasible. The project will last a little over a week's time. Specific due dates for each communication phase will be set by your teacher.

Introduction Phase

- Assignment Overview
- Edmodo Set-up (2.a.)
    - Be sure to write down your username and password in a safe place if you are apt to forget it.
- Collaboration tool options review (Google Drive, Padlet, Titanpad etc.) (2.a.)

Communication 01: Students will…

- be assigned a partner and supervising teacher (the supervising teacher is not for grading purposes, but for collaboration monitoring if necessary) (2.d.)
    - Partner First Name: _____
    - Supervising Teacher: Mrs._____
- participate in a Digital Citizenship - Norms & Expectations Lesson
- greet each other in the Edmodo subgroup they have been assigned to (include their first name, age, something of interest about yourself, what you are excited about, and what you foresee as a challenge to an assignment like this)

Planning Phase

Communication 02: Students will…

- select topic of interest for cross continental comparison (2.b. &c.)
  - Topic Ideas:
- communicate to complete the Planning Document and submit via Edmodo (2.b. &c.)
- leave this communication knowing individual responsibilities and prepared for the research phase (students should have an outline of ten points of comparison for project) (2.b. &c.)

Research Phase

No communication is required during this phase, but can occur.

Project Phases

Communication 03: Students will….

- share each other's research findings (10 points of comparison on topic) (2. a.)
- communicate about final project plan and receive feedback from supervising teacher (2. b. &d.)
- complete their designated tasks before next communication (2. a., b., &c)

Communication 04: Students will…

- make final revisions and communication about any missing elements (2. b.)
- create plan for submission via Edmodo (2. b.)

Planning Document

For the purpose of sharing the vision with collaborating teacher, sample students were used below. The non-bolded text represents an example of a planning document completed by students.

NAME		
TOPIC		
COLLABORATION PLAN (Communication Methods, Research Notes and Citation Storage, Other Digital Tools Used)**:**		
PLANNING DOCUMENT (Person Responsible, Submission Method)		
PROJECT PLAN (Medium, Steps to Completion, Individual Responsibilities)		
FINAL PRODUCT (Format, Submission Method, Person Responsible)		
REFLECTION (Submission Method for Each Partner)		

Global Collaborative Project Rubric

*adapted for educational purpose from Collaboration Rubric for PBL (for grades 6-12; CCSS ELA aligned) from bie.org

Individual Performance	**Below Standard**	**Approaching Standard**	**At Standard**	**Above Standard**
Takes Responsibility for Oneself	• is not prepared, informed, and ready to work with the team • does not use technology tools as agreed upon by the team to communicate and manage project tasks • does not do project tasks • does not complete tasks on time • does not use feedback from others to improve work	• is usually prepared, informed, and ready to work with the team • uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently • does some project tasks, but needs to be reminded • completes most tasks on time • sometimes uses feedback from others to improve work	• is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team (CC 6-12.SL.1a) • consistently uses technology tools as agreed upon by the team to communicate and manage project tasks • does tasks without having to be reminded • completes tasks on time • uses feedback from others to improve work	
Helps the Team	• does not help the team solve problems; may cause problems • does not ask probing questions, express ideas, or elaborate in response to questions in discussions • does not give useful feedback to others • does not offer to help others if they need it	• cooperates with the team but may not actively help it solve problems • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions • gives feedback to others, but it may not always be useful • sometimes offers to help others if they need it	• helps the team solve problems and manage conflicts • makes discussions effective by clearly expressing ideas, asking probing questions, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c) • gives useful feedback (specific, feasible, supportive) to others so they can improve their work • offers to help others do their work if needed	
Respects Others	• is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) • does not acknowledge or respect other perspectives	• is usually polite and kind to teammates • usually acknowledges and respects other perspectives and disagrees diplomatically	• is polite and kind to teammates • acknowledges and respects other perspectives; disagrees diplomatically	

Team Performance	**Below Standard**	**Approaching Standard**	**At Standard**	**Above Standard**
Makes and Follows Agreements	• does not discuss how the team will work together • allows breakdowns in team work to happen; needs teacher to intervene	• discusses how the team will work together, but not in detail; may just "go through the motions" when creating an agreement • notices when norms are not being followed but asks the teacher for help to resolve issues	• makes detailed agreements about how the team will work together, including the use of technology tools • takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help	
Organizes Work	• does not set a schedule and track progress toward goals and deadlines • does not assign roles or share leadership; one person may do too much	• sets a schedule for doing tasks but does not follow it closely • assigns roles but does not follow them	• creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b) • sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b) • assigns roles if and as needed, based on team members' strengths (CC 6-12.SL.1b)	
Works as a Whole Team	• does not recognize or use special talents of team members • does project tasks separately and does not put them together; it is a collection of individual work	• makes some attempt to use special talents of team members • does most project tasks separately and puts them together at the end	• recognizes and uses special talents of each team member • develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision	

Execution Phase

This Animoto-produced video summarize the experience and highlights artifacts from the project.

https://animoto.com/play/ViLcInaRNorfn4atbeYFwA

ISTE Teaching Standard 3

Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation ISTE Standards Teachers International Society for Technology in Education Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

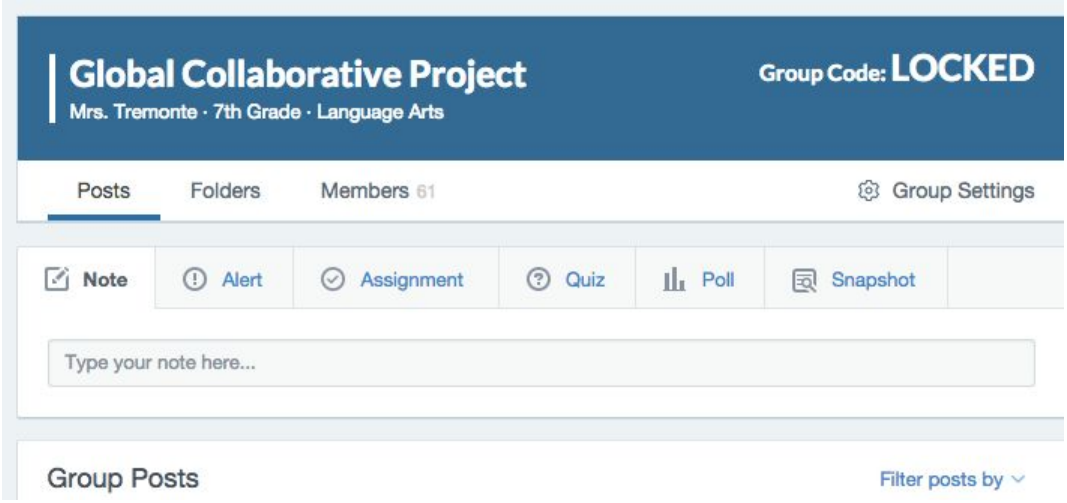
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

The following write-up outlines the integration of ISTE Teaching Standard 3. Due to the fact that all of the indicators are prevalent, each one has not been specifically noted at each stage of the explanation.

ISTE Teaching standard 3 played a large role in this project. The project began with my communication with and education of my collaborating teacher, my collaborating teacher, on the use of Edmodo. I created multiple screencasts to teach her about its use and increase her comfort level with a tool to benefit both of our classes in this project.

Additionally, I drafted and sought ongoing feedback from her on the student handout of the assignment. She was really helpful in brainstorming “what if?” scenarios that I had yet to foresee. We discussed our comfort level with giving students choice, our access to technologies, pacing, and availability to communicate during the day.

I set up small groups for each partnership within Edmodo so that we could monitor and offer support to student groups.



Students started their project with initial communications and the start of their planning document.

Planning Document

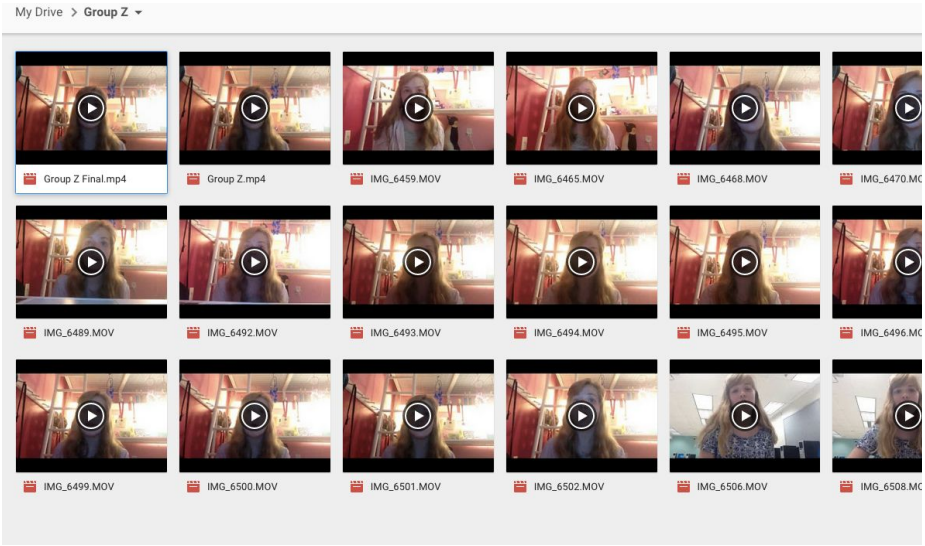
NAME	Student A	Student B
TOPIC	*not official, just suggestions -School Day/ Educational Requirements (# of hrs. days/yr.) - Most Popular Youth Extracurriculars (sports, the arts, etc.)	I agree with your thoughts and would love to do the school day requirements thing, it sounds great.
COLLABORATION PLAN (Communication Methods, Research Notes and Citation Storage, Other Digital Tools Used):	I think making a video journal would be really fun! We could send videos through E-mail, or Edmodo, and I have taken Tech this year, so I know how to edit clips together and everything. You could also be the one to edit the video if you want to. We send clips back and forth and eventually edit them together. I don't know how to edit but if you are totally fine with doing that a video is an awesome idea. If the video doesn't work out I'm okay with anything really.	
PLANNING DOCUMENT (Person Responsible, Submission Method)	Both one of us could be left with the final product, and since videos tend to be too long to send through Edmodo, we could e-mail the video to one of our teachers, and then have them send it to the other teacher. And after that we could edit them out after we look through them all. As long as the email things is good with both of our teachers.	
PROJECT PLAN (Medium, Steps to Completion, Individual Responsibilities)	We would make videos and one person would send it to the other, so they can put together the video and edit it. Great idea, the emailing things would work great.	

Part way through the project, it was clear that students needed an additional space to collaborate in beyond Edmodo. After sharing my project with the cohort, one colleague gave me the idea to set up shareable links in Google Docs that are only owned by me. This allowed all students to access a Google Doc without logging into Google or needing an email address. My students are not granted permission to use Google Apps for Education by the district. While many of my students have personal gmail addresses that they use for assignments, it would be against student privacy laws for me to encourage their use. Once I created these documents, I created a specific link which I made available to

individual partnerships via Edmodo. Both my collaborating teacher and I owned these documents, allowing us to see research progress in real time.

After seeing how easy it was to collaborate in a Google Doc, other tools did prove frustrating. Infographics proved specifically challenging, as students were instructed to not share log-in information. Many didn't like the idea of sharing saved files back and forth in such a static fashion. However, I encouraged problem solving and we found creative solution to ease the process. Screenshots of work made for quickly shared images on Edmodo.

Students also found that they could create a "rough sketch" of their infographic designs in their Google Docs, or set specifications for editing research for easy transfer into the final product. For videos, file sharing was challenging because Edmodo limited the file size of attachments. So, I set up some shared Google Folders for those making videos. Students couldn't upload to these folders, but they could work with the videos posted. So, my collaborating teacher and I received emails of video files from students and dropped them into these folders.



ISTE Teaching Standard 4

Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

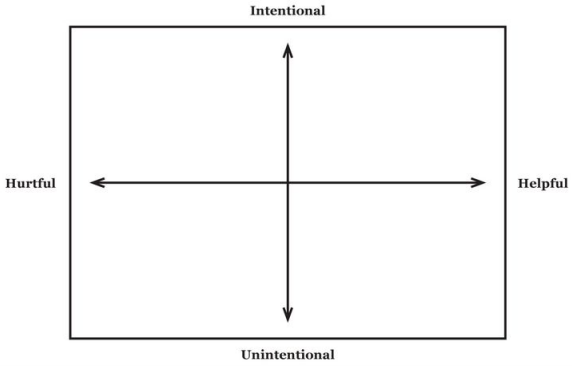
c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

The following write-up outlines the integration of ISTE Teaching Standard 4. Due to the fact that all of the indicators are prevalent, each one has not been specifically noted at each stage of the explanation.

While I didn't initially plan for a lesson on norms of communication, the feedback I received from my professors and cohort really encouraged me to consider this. my collaborating teacher and I decided to include two lessons from Common Sense Media. One asked students to consider the formality of their communication. However, we both found that this was already understood by students. My students rolled their eyes and laughed at the notion that they would use "TTYL" or "OMG" in a communication for a school project. We quickly moved on.

The second online communication lesson (https://www.commonsensemedia.org/educators/lesson/chart-it-6-8) was much more helpful. Students thought about the following essential question: "How do you judge the aim and impact of people's words and actions online?" The scenarios asked students to consider the impact of their words on an axis of hurtful to helpful and intentional to unintentional. They were surprised to see how many of the scenarios fell under *both* unintentional and hurtful. This opened the door for a discussion about how we could avoid unintentionally hurtful communication with our partners. We used this lesson to predict how to handle potential disagreement with partners over project decisions. Students appeared apprehensive about the unpredictably of working with someone that they hadn't met, so this lesson was impactful and inspired a fair amount of discussion.



In order to promote digital literacy, students used search.creativecommons.org to find images needed for their projects. Additionally, they were required to submit MLA citations for all research used in their projects. Student privacy protection was a major focus. My students altered their Edmodo profiles to remove their last names. my collaborating teacher's class signed up in this same format. Students were instructed not to exchange contact information, and they understood and respected why this was important. When Google Docs and Folders were created and shared, they were done so in a manner that didn't require anyone to log into a gmail account. Finally, although sometimes frustrated by this, students did not share log-in information for additional digital tools that they used. Instead, they found alternative solutions.

Student Communication Phase Examples

Initial greeting...

Student A: *"Hi My name is XX. I am 12 years old but I'm turning 13 in June. I really enjoying playing softball and hanging out with my team. I enjoy traveling to beautiful and exotic places and I real love Italian sodas. One of my favorite book is The Maze Runner. I am very excited to be doing a project with someone so far away from here, completely over the computer. Some of the challenges I foresee is that time difference between our two states and*

sharing large amounts of information across the country. I look forward to hearing from you and collaborating with you on this project!

Student B: *" Hey, my name is XX and I'm turning 13 in June too! Next week actually. I play soccer, bake, and I love art. My favorite book is the Mazerunner too. I travel a lot...but I can't wait to learn what Washington is like because that is one place I haven't been to before. I think the time difference is going to be a challenge too."*

Frustration, followed by problem solving...

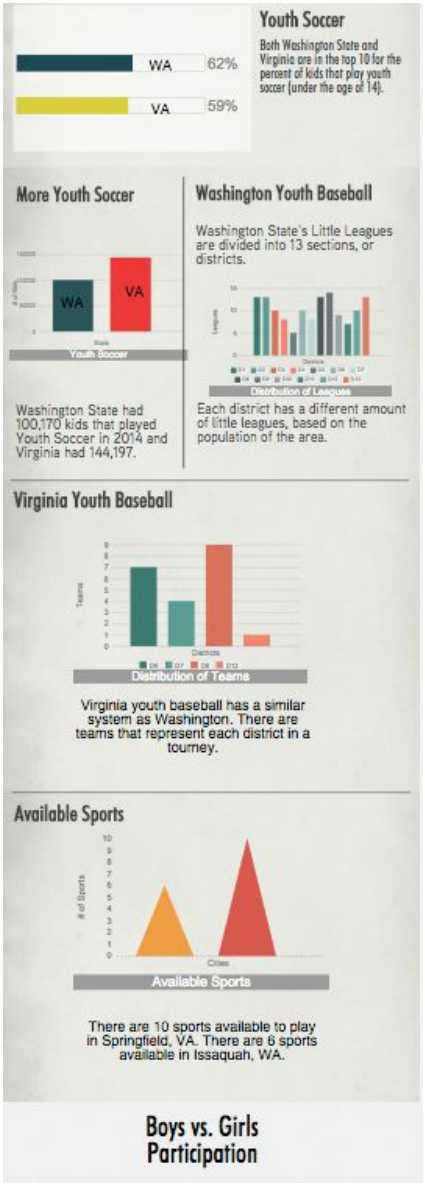
Student C: *"Hi XX! Thank you so much and I will add as many of those ideas as I can! I really wish that we could share teh Prezi account and both work on it, but Mrs. Tremonte said that's too much shared information :(I am trying to add in as many of your ideas as possible so your vision is in it too. I'll post a 'final' version so that you can give me chanegs to make for when I finish it."*

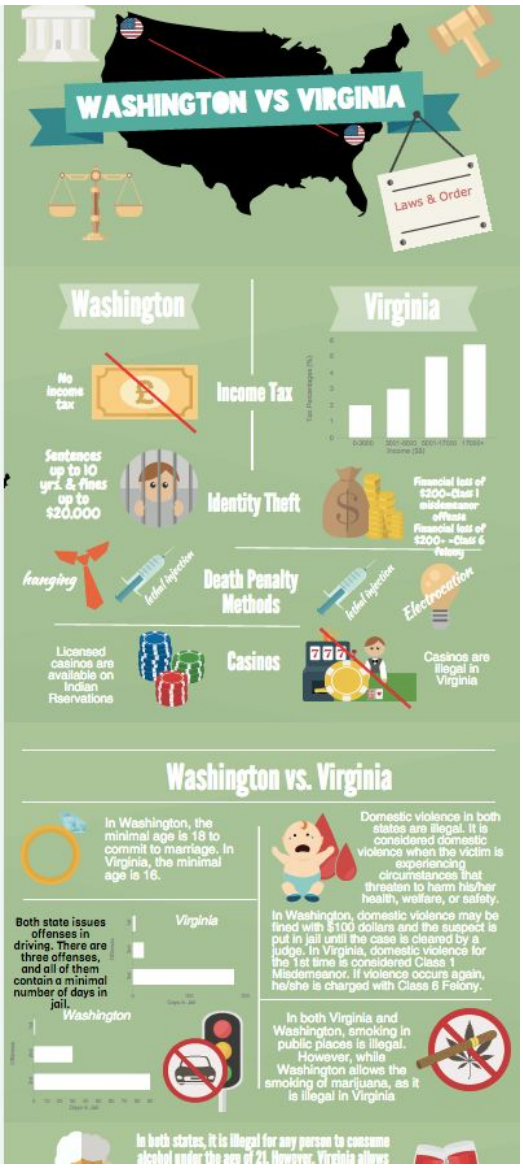
Seeking ongoing feedback...

Student D: *"I think I've finished? If you have suggestions make sure to comment them."*

Student Project Screenshots

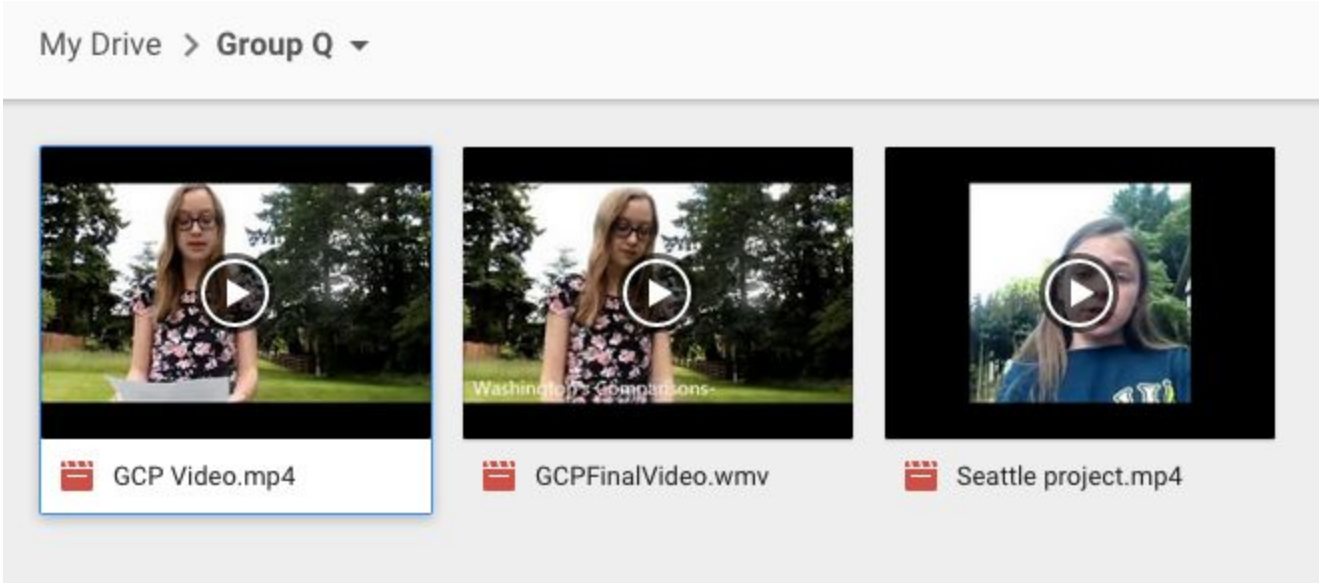
Infographics...



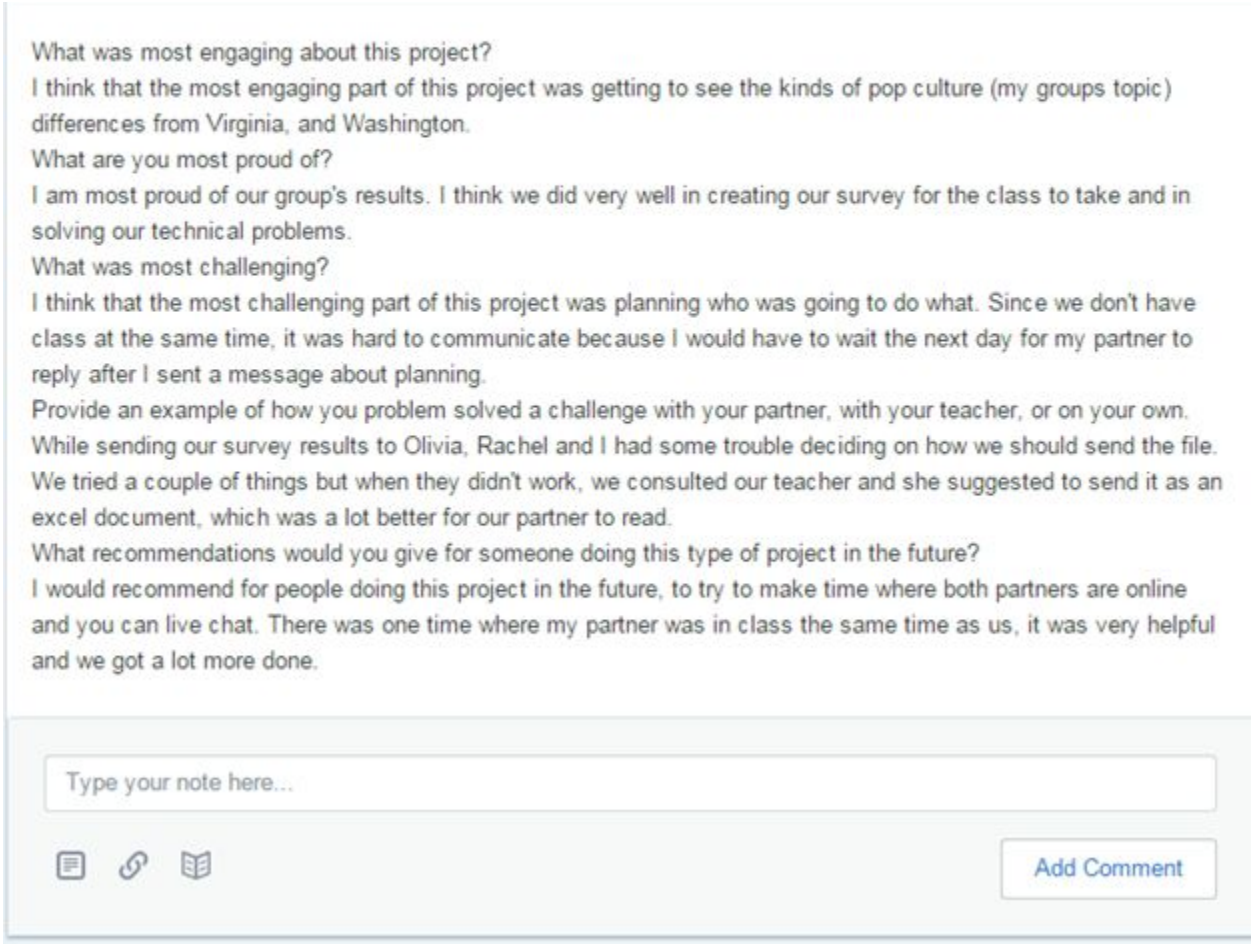


Prezis...

Videos...



Reflection...



Reflection Phase

This project was far more successful than I had expected it to be. I was extremely lucky that my collaborating teacher is both a friend and an adventurous teacher. We had the same challenges in communication that our students did. Living across the continent led us to some creative solutions on our end as well. We utilized email, text message, and phone conversations to communicate.

Access to technology was the initial challenge as standardized testing ate into our planned timeline. Asynchronous communication also made this challenging. While Edmodo proved to be an effective tool for orchestrating the secure and moderated communication between student groups, I failed to consider how long it would take to set-up. Establishing the small groups in Edmodo required students to sign-up, log-in and join our large group. Then, I had to individually create small groups that I labeled appropriately. Once students joined, I had to individually invite all 60+ students to their specific groups. And, all of this was done asynchronously between classes!

As students started to walk through the planning phase, it was clear that they needed a space to collaborate beyond Edmodo, which is why we had to create the Google Docs and folders in a unique way mid-way through the project. The Google Docs were a little confusing to my collaborating teacher's students at first because they are a GAFE school, so they had to be restricted not to log into their school emails to access documents.

Figuring out these issues required daily communication with my collaborating teacher. Since our classes were rarely online at the same time (although it was highly exciting to students when we were) my collaborating teacher and I

often texted and emailed during the school day (sometimes interrupting other classes) in order to solve problems. I think our established relationship and our willingness to be flexible with each other from the start made this possible. This would have been exceptionally difficult otherwise.

Once these steps were figured out, students were fairly independent. They monitored their own progress and advocated for additional help as necessary. The ability to monitor communication between students also helped us to stay informed of their needs.

We were been overwhelmed by our students' excitement and engagement during the project. I have never had such an in-depth project that ran right up until the end of the school year. Students worked at home at night, even when this wasn't required. I was impressed to follow their conversations and work completion from home as I monitored the Edmodo conversation and Google Docs activity. They sought feedback from one another and were very polite and encouraging. I think more than anything students felt special to have this opportunity.

I foresee myself trying to do this same project again with my collaborating teacher actually. I haven't spoken to her specifically about this, but I think the success we had was very encouraging and led both of us to envision future possibilities. I also would interested to find opportunities to expand our network of collaboration beyond our country. Working with someone I knew and creating the project myself allowed us to both have control over timing and decision making. If either of us were to expand beyond this, we would have to be willing to give up some of this control. I am eager to see what's possible!