

Getting Started with Global Learning

1. Teachers who have been successful in international collaborations have found that building a support community is essential. It requires professional development and technical support to become an active and successful participant in this environment.
2. A good starting point for would-be international collaborators is to make introductions through email. Share teaching and learning goals, work towards identifying common curricular topics that students are studying and that they can then share with one another. With these common goals, partners can uncover resources for international collaborations to enhance their specific curricular goals.
3. Once the goals are established, have students begin by communicating with global peers on topics they already know well so that the content is something they are familiar with and are eager to share. Students can write best when they are writing about that which they know well. Provide plenty of in-class learning experiences around the curricular topic so that all the students can inclusively be participants in the global conversations. Students will be better able to contribute meaningful content in their online collaborations if they are communicating from classroom learning that is rich in content and experience.
4. When communicating online, have students include not only the topic content they are sharing but also questions of inquiry to their global peers to invite ongoing dialogues.
5. When starting to connect internationally, it may help to join already active networks that are led by experienced teachers.
7. The new global partners/teams can begin to generate and design projects. Many teachers have found that as they build a community of teachers with whom they can collaborate, they continue to do projects with these same teachers and often develop an ongoing collaborative community of teaching and learning together.
8. Repeat successful projects with new classes of students as the school year(s) progresses.