



# ASEF Classroom Network #ASEFClassNet Online Collaboration 2018

## Proposal

### 1. Title of the Online Collaboration (Max. 6 words)

Gender Inequality: Empowering Women

### 2. Name and contact details of project co-ordinator(s)

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### 3. School description (Max. 30 words)

Singapore polytechnic is a technical school with 45 full-time diploma courses and offers students a holistic, authentic and industry-relevant curriculum, innovative and vibrant learning spaces, and enriching overseas programmes. The students are in the age group of 16 to 19 years.

St. Mark's Girls Senior Secondary School is a school exclusively for girls focusing on the academics, co-curricular and extracurricular activities for the overall development of a child. Special care is taken to instill self-discipline in their receptive minds. The school has a strength of around 2500 students in the age group of 13 to 17 years.

### 4. Summary of the Proposed Online Collaboration (Max. 200 words)

Though significantly different from one another, men and women are created to be equals by nature. However, as they grow and live in society, women are egregiously discriminated in terms of socio-economic opportunities, decision-making in organisations and political and leadership roles. Hence, to achieve gender equality in various sectors, women need to gain awareness and be empowered with education so as to get equal opportunities like their male counterparts. Achieving gender equality and empowering all women and girls is one of the sustainable development goals of the United Nations. Therefore, the objectives of this project are to create awareness among students and teachers on gender inequality and to explore the channels available for female empowerment. The project further aims to inspire students to appreciate the key issues surrounding gender equality through online discussions with the aid of ICT tools, improve their communication skills and allow them to gain insight into each other's cultures. Furthermore, the tech-savvy students in the ClassNet collaboration are introduced to online applications that enable them to unlock their creativity and collaborative skills.

**5. The Online Collaboration falls under the main themes of:**

Please state "1" to "3" in level of relevance

<input checked="" type="checkbox"/> 3	Arts & Culture	<input type="checkbox"/>	Health
<input type="checkbox"/>	Business & Entrepreneurship	<input type="checkbox"/>	History
<input checked="" type="checkbox"/> 2	Education	<input type="checkbox"/>	Media
<input checked="" type="checkbox"/> 1	Environment & Sustainable Development	<input type="checkbox"/>	Science & Technology
<input type="checkbox"/>	Others. Please specify below:		

**6. Duration of the Online Collaboration (Please state start and end date):**

Start Date	:	15 April 2018
End Date	:	15 October 2018
Duration	:	6 months

**7. Expected no. of schools/students involved and level of language and ICT skills**

No. of Schools in total	:	10
No. of Students in total	:	100
Students Age Group	:	13 - 18
Level of English	:	Intermediate
Level of ICT Skills	:	Intermediate

**8. ICT tools/software required**

Please tick (✓) as appropriate)

<u>Word processing software</u>	<u>Video conference tools</u>	<u>Storage tools</u>
<input type="checkbox"/> Adobe Acrobat Reader	<input checked="" type="checkbox"/> Skype	<input checked="" type="checkbox"/> Dropbox
<input checked="" type="checkbox"/> Google Docs/Sheets	<input type="checkbox"/> Viber	<input checked="" type="checkbox"/> Google Drive
<input type="checkbox"/> Microsoft Word/Excel	<input type="checkbox"/> Vyew	<input type="checkbox"/> iCloud
<input type="checkbox"/> Scribd	<input type="checkbox"/> Wechat	
<input type="checkbox"/> Wordpress		

<u>Social media</u>	<u>Image editing software</u>	<u>Online collaboration</u>
<input type="checkbox"/> Ask.fm	<input type="checkbox"/> Adobe Illustrator	<input type="checkbox"/> Mindmeister
<input checked="" type="checkbox"/> Facebook	<input type="checkbox"/> Adobe Lightroom	<input type="checkbox"/> Slack
<input type="checkbox"/> Flickr	<input type="checkbox"/> Adobe Photoshop	<input type="checkbox"/> Telegram
<input type="checkbox"/> Instagram	<input type="checkbox"/> BeFunky (online)	<input type="checkbox"/> Trello
<input type="checkbox"/> Pinterest	<input type="checkbox"/> Sketch (Mac only)	
<input type="checkbox"/> Tumblr		
<input type="checkbox"/> Twitter		
<input type="checkbox"/> Weibo		
<u>Video/audio editing software</u>	<u>Presentation</u>	<u>App development</u>
<input type="checkbox"/> Adobe Premiere	<input type="checkbox"/> Google slides	<input type="checkbox"/> Adobe Flash builder
<input type="checkbox"/> Audacity	<input checked="" type="checkbox"/> Microsoft Powerpoint	<input type="checkbox"/> Alpha Software
<input type="checkbox"/> Garageband (Mac only)	<input type="checkbox"/> Prezi	<input type="checkbox"/> Appy Pie
<input type="checkbox"/> Soundcloud		
<input type="checkbox"/> Windows Movie Maker		
<input type="checkbox"/> Youtube		
<u>Others (please specify):</u>		

**9. Other resources needed:**  
(Please tick (✓) as appropriate)

<input checked="" type="checkbox"/> Camera	<input type="checkbox"/> E-reader	<input type="checkbox"/> OHP
<input checked="" type="checkbox"/> Desktop Computer/Laptop	<input type="checkbox"/> GoPro	<input checked="" type="checkbox"/> Smart Phones
<input checked="" type="checkbox"/> Digital Projector	<input type="checkbox"/> Interactive Whiteboard	<input type="checkbox"/> Tablet
<input checked="" type="checkbox"/> Voice Recording Devices	<input type="checkbox"/> NA	
<u>Others (please specify):</u>		

**10. Learning objectives and outcomes for teachers and students**  
 (Please list at least 3 learning objectives and outcomes for teachers and students respectively.)

Learning Objectives	Outcomes
<b>Teachers should join to:</b>	<b>For Teachers:</b>
1. Provide a platform for teachers to engage in collaborative learning with other professionals from various countries across Europe and Asia.	1. Teachers will have enhanced skills of team management and ability to engage students of a diverse background on an online platform.
2. Develop pedagogical skills to become an effective teacher	2. Teachers can apply appropriate ICT tools to interact with other teachers and students and thereby improve digital-technology skills.
3. Acquire specific knowledge and skills needed to promote gender equality.	3. Teachers will be able to articulate their insights and views on gender equality by means of correlation to their personal experiences.
<b>Students will learn to:</b>	<b>For Students:</b>
1. Appreciate different cultures	1. Through interaction and collaborative learning with students from various countries across Europe and Asia, students will develop soft skills such as teamwork.
2. Identify the issues on gender equality	2. Acquire specific knowledge and skills required to promote gender equality in their social setting and beyond.
3. Improve students' digital competencies	3. Learn and familiarise with appropriate ICT tools that enable them to become active and engaged learners.

**11. Timeline and activities of the Online Collaboration**

	<u>Main Coordinator</u>	<u>Teachers</u>	<u>Students</u>
<b>Phase1 (April to May 2018)</b>			
▪ Advertise the project to various ASEF schools.	✓		
▪ Set-up Facebook group and invite members to the group.	✓		
▪ Self-introduction by all participating members.		✓	✓
<b>Phase 2 (May to June 2018)</b>			
▪ Online discussion on the topic "Gender inequality"		✓	✓
▪ Participants to upload information on online platform.			✓
▪ Research activities to gather information.		✓	✓

<b>Phase 3 (June to August 2018)</b>			
<ul style="list-style-type: none"> <li>▪ Gallery walk in an exhibition that showcases research findings of respective countries.</li> </ul>			✓
<ul style="list-style-type: none"> <li>▪ Collection of feedback on the gallery walk from the visitors and uploading on online platform.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Interviews of people to source their opinions and make short videos clips summarising their views.</li> </ul>			✓
<ul style="list-style-type: none"> <li>▪ Learning journeys to different organisations in the respective countries to better understand gender equality issues.</li> </ul>		✓	✓
<b>Phase 4 (September to October 2018)</b>			
<ul style="list-style-type: none"> <li>▪ Evaluation of the work done by the student participants and reminders to address any gap in the information flow.</li> </ul>	✓	✓	
<ul style="list-style-type: none"> <li>▪ Summarise participants' findings and make video clips, tables and graphs to upload on Facebook.</li> </ul>		✓	✓
<ul style="list-style-type: none"> <li>▪ Students display their findings to their peers in the class/school.</li> </ul>			✓

For further details about this online collaboration, please contact the coordinator directly.



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