



ASEF Classroom Network #ASEFClassNet School Collaboration 2019

Proposal

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

Everybody must be GREENed!

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

Ms. Daniëlle STROOMBERG
Teacher of English
Christelijk College Nassau-Veluwe
Netherlands
E: d.Stroomberg@ccnv.nl
W: <https://www.ccnv.nl/>

Mrs. Sarah KOOPMANS
Teacher of English
Christelijk College Nassau-Veluwe
Netherlands
E: s.Koopmans@ccnv.nl
W: <https://www.ccnv.nl/>

3. School description (Max. 30 words)

CCNV is a secondary school with a long history. As a UNESCO school, we have been involved in projects and exchanges that are mainly stemmed from the ASEF network.

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

As sustainability has become a crucial theme in today's world, I would like to propose a project based on this. The goal is to make students more aware of what they are already doing and what they could be doing to live more sustainably.

Students will look in their own homes, school and country to see how sustainably they live and how their school and country support sustainability. They will start by filling in a checklist of how sustainably they live and share their findings with students from other countries through Instagram.

After doing this they will move on to sustainability in their school. They will hold interviews with management and teachers and make a short video about this. As I want to support students' creative capabilities they will be asked to make a theme song about sustainability.

The final stage is to do research on sustainability on a national level. The goal here is to find out the differences and similarities between each country.

All the students' findings will be presented in an online magazine with URLs to Instagram and YouTube on which students will upload photos and videos.

**5. The Online Collaboration falls under the main themes of:
Please state "1" to "3" in level of relevance**

<input type="checkbox"/> 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 checked="" type="checkbox"/> 3 Science & Technology
<input type="checkbox"/> Others. Please specify below:	

6. Duration of the Online Collaboration:

Start Date	:	8 January 2019
End Date	:	30 June 2019
Duration	:	6 months

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

No. of Schools in total	:	6
No. of Students in total	:	60
Students Age Group	:	13-17
Level of English	:	Intermediate
Level of ICT Skills	:	Intermediate

8. ICT tools/software required

<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 type="checkbox"/> Google Docs/Sheets	<input checked="" type="checkbox"/> Viber	<input checked="" type="checkbox"/> Google Drive
<input checked="" type="checkbox"/> Microsoft Word/Excel	<input type="checkbox"/> Vyew	<input type="checkbox"/> iCloud
<input type="checkbox"/> Scribd	<input type="checkbox"/> Wechat	
<input checked="" type="checkbox"/> Wordpress		

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

9. Other resources needed:

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

10. Learning objectives and outcomes for teachers and students

Learning Objectives	Outcomes
Teachers should join to:	For Teachers:
1. Teachers should join to create more awareness in terms of sustainability and engage other schools and students in doing so.	1. Teachers will have enhanced skills of team management and ability of engaging other schools and students into living sustainably.
2. Teachers should join to motivate students and school management to live and be more sustainable.	2. Teachers will be more aware of how they could live more sustainably and share their products with other schools.
3. Teachers should join to promote English outside the classroom through utilizing social media in a positive way.	3. Teachers will have learnt how social media can be used in a positive way as well.
Students will learn to:	For Students:
1. Students will learn to identify the similarities and differences in the approach to sustainability in each country.	1. By the end of the project students will have done research on sustainability in their home, school, their own country and other countries, which will give them the ability to identify the differences and similarities in the approach to sustainability in each country.
2. Students will learn to use social media in order to collaborate.	2. By the end of the project students will have used an array of social media platforms to share and exchange information and/or ideas.
2. Students will learn to compile information and work together to produce an online magazine.	3. By the end of the students will be more aware of how they should live sustainably and share their products with other schools.

11. Timeline and activities of the Online Collaboration

Description	Main Coordinator	Teachers	Students
Phase 1 (January 2019)			
▪ Setting up a Facebook group	✓		
▪ Self-introduction by all participating members (Exchange information)	✓	✓	✓
▪ Match the group works between Asian and European Schools	✓	✓	
Phase 2 (February 2019)			
▪ Fill out a home checklist on sustainability			✓
▪ Take pictures of their home and share them on Instagram			✓

<u>Description</u>	<u>Main Coordinator</u>	<u>Teachers</u>	<u>Students</u>
<ul style="list-style-type: none"> Spot the similarities and differences with regards to other students their home (write a short blog) 			✓
<ul style="list-style-type: none"> Make a first start with the online magazine 			✓
Phase 3 (March 2019)			
<ul style="list-style-type: none"> Hold interviews with teachers and school management about sustainability whilst giving a tour through the school (record this on video) 			✓
<ul style="list-style-type: none"> Create a theme song about sustainability 			✓
<ul style="list-style-type: none"> Add English subtitles to the video interview 			✓
<ul style="list-style-type: none"> Put videos and pictures online and discuss the differences and similarities (write a short blog) 			✓
<ul style="list-style-type: none"> Continue to work on the online magazine adding any new information they have gathered 			✓
Phase 4 (April 2019)			
<ul style="list-style-type: none"> Show the ways in which their home country is sustainable and in which ways they could improve by recording videos and taking pictures and sharing them on Instagram/YouTube (separating waste/garbage, recycling, plastic, energy etc.) ! For this part it is important that students travel to places in their home country (Waste factory / Windmills etc.) 		✓	✓
<ul style="list-style-type: none"> Write a short blog with their findings comparing their home country and other countries 			✓
<ul style="list-style-type: none"> Put together a video with all the recorded materials (short videos / pictures) they have gathered on their country in terms of sustainability (use theme song for this) 			✓
<ul style="list-style-type: none"> Continue to work on their online magazine adding any new information they have gathered 			✓
Phase 5 (May 2019)			
<ul style="list-style-type: none"> Work on their online magazine adding stories, pictures and URLS to video(s) they have made, they also add a section in which they give tips on how to be more sustainable 			✓
<ul style="list-style-type: none"> Make sure the organization and layout of the magazine is clear 			✓
Phase 6 (June 2019)			
<ul style="list-style-type: none"> Put their magazine online 		✓	✓
<ul style="list-style-type: none"> Evaluation and feedback 	✓	✓	✓

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



ASEF's contribution is with the financial support of the European Union.