



ASEF Classroom Network #ASEFClassNet School Collaboration 2019

Proposal

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

“Our Stories in Photographs”

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

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3. School description (Max. 30 words)

BLS draws on the proud heritage of Boon Lay Secondary School and Pioneer Secondary School. The school prides itself on being Family-oriented, Co-Curricular Activity-focused and Aspiration driven. The school has continually supported ASEF since 2009.

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

The project is centered upon providing participants with the skills and opportunity to express themselves, and their views through Photography.

Participants will undergo the journey by exploring three domains/themes: Home/Personal, School and Public. While exploring each domain/theme, participants will have the autonomy to determine the focus, location and perspective to study and capture. Participants will be required to produce storyboards comprising of captions and/or short narratives using images they captured and post them on a common sharing platform online. Participants will get to know about each other's life and learn about the diverse culture through the sharing of photos.

- Home / Personal – a series of pictures and captions to display/narrate about each student as a person and as an individual, which also serves to introduce themselves to participating international partners
- School – a series of pictures and captions to capture daily life in school to give an insight about local schools and our educational system or learning environment to an international audience

- Public domain – a series of pictures and captions to capture a deliberately (and explained) chosen event, location, activity, cultural practice with the purpose of cultural exchange with our international partners in the project

Participants will create a photo collage from photos posted by their partners from other countries, focusing on a theme (home, school or public domain) and the photo collage will be made into postcards, which they will send out to their partners as a symbol of their friendship or to be collated collectively to create a walk-through gallery at the end of the project.

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

- | | |
|----------------------------------------------------------------|-----------------------------------------------|
| <input checked="" type="checkbox"/> Arts & Culture | <input type="checkbox"/> Health |
| <input type="checkbox"/> Business & Entrepreneurship | <input type="checkbox"/> History |
| <input checked="" type="checkbox"/> Education | <input checked="" type="checkbox"/> Media |
| <input type="checkbox"/> 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 : 2 January 2019
 End Date : 31 May 2019
 Duration : 5 months

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

No. of Schools in total : 3
 No. of Students in total : 40
 Students Age Group : 13-14 years old
 Level of English : ✓
 Level of ICT Skills : Intermediate

8. ICT tools/software required
Please tick (✓) as appropriate)

<p><u>Word processing software</u></p> <p><input type="checkbox"/> Adobe Acrobat Reader</p> <p><input checked="" type="checkbox"/> Google Docs/Sheets</p> <p><input type="checkbox"/> Microsoft Word/Excel</p> <p><input type="checkbox"/> Scribd</p> <p><input type="checkbox"/> Wordpress</p>	<p><u>Video conference tools</u></p> <p><input type="checkbox"/> Skype</p> <p><input type="checkbox"/> Viber</p> <p><input type="checkbox"/> Vyew</p> <p><input type="checkbox"/> Wechat</p>	<p><u>Storage tools</u></p> <p><input type="checkbox"/> Dropbox</p> <p><input checked="" type="checkbox"/> Google Drive</p> <p><input type="checkbox"/> iCloud</p>
<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><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 type="checkbox"/> Soundcloud</p> <p><input type="checkbox"/> Windows Movie Maker</p> <p><input 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> <p>Possibly other feasible Photograph-sharing websites (free online) or applications that will serve a similar purpose and capabilities to what Facebook offers.</p>		

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 type="checkbox"/> Smart Phones
<input type="checkbox"/> Digital Projector	<input type="checkbox"/> Interactive Whiteboard	<input type="checkbox"/> Tablet
<input type="checkbox"/> Voice Recording Devices	<input type="checkbox"/> NA	

Others (please specify):

Printing capabilities for collaborative products to be shared between international partners.

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
Teachers should join to:	For Teachers:
1. apply appropriate pedagogical approaches to encourage students' sharing of current knowledge set	1. honing of pedagogical skill set with a more engaging content matter and smaller student group size
2. share their insights and historical knowledge about the places to be featured in this module with personal experiences and little known facts that are not usually shared in video archives or printed publications	2. the teachers to pass down the knowledge and for that knowledge to perpetuate and be disseminated further down the line
3. be able to apply a wide repertoire of skills and approach in encouraging group-work dynamics and research skills for the students.	3. opportunity to use various modes and medium of learning in a more creatively-designed lesson plan
Students will learn to:	For Students:
1. recognize places in our own country that would be feature-worthy to our international partners - such as places of interest, famous landmarks, iconic architectural buildings or structures	1. a learned, more informed self what is interesting to know about their own country through self-driven learning
2. share noteworthy experiences and aspects of their school life that is sculpted by the culture and unique school practices for the benefit of mutual learning with international partners	2. learn how to create a photo-story with appropriate captioning that is effective in telling a story behind the picture taken and posted

<p>3. share distinctive traits and personality attributes about themselves that make them unique as oneself, and also to share familial experiences at home or outside the home for the benefit of mutual learning with international partners</p>	<p>3. be able to share more about their own personal life / school life / places in their country to others using the appropriate language and style</p>
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11. Timeline and activities of the Online Collaboration

	<u>Main Coordinator</u>	<u>Teachers</u>	<u>Students</u>
Phase 1 (Jan 2019)			
<ul style="list-style-type: none"> ▪ Set-up Facebook group and invite members to the group 	✓		
<ul style="list-style-type: none"> ▪ Self-introduction by all participating members 		✓	✓
<ul style="list-style-type: none"> ▪ An introduction regarding the pervasiveness of the use of photographs in current culture, and the powerful use of images to share a story (as compared to use of pure texts) The type of photos will also be touched on here – photographs snapped of students in action. 		✓	✓
<ul style="list-style-type: none"> ▪ Building Awareness: The students will give a personal introduction of themselves and to provide insights into their current lives as a student within the school community or as a family member at home using a series of photographs in the Facebook page. 		✓	✓
Phase 2 (Feb 2019)			
<ul style="list-style-type: none"> ▪ The students will rationalise and select aspects of their school lives to portray and share with the class and partners via posting onto Facebook page. 			✓
<ul style="list-style-type: none"> ▪ The students will focus on the finer art of story-telling to create a caption that will share an engaging narration of the composition of the photograph/s in order to tell a coherent story. 		✓	✓
Phase 3 (March 2019)			
<ul style="list-style-type: none"> ▪ Research and share information of places of interests/icons/ events found in their country 		✓	✓
<ul style="list-style-type: none"> ▪ Harnessing Current Knowledge: The class will list down some of these places of interest, famous landmarks, iconic architectural buildings or structures – and to present on what they currently know about these points of interest. 		✓	✓
Phase 4 (April 2019)			
<ul style="list-style-type: none"> ▪ Students will create a photo-story series regarding their visit to the places of choice. Their captions should be telling a story of that place, the historical aspect, or their experience there, rather than a simplistically-phrased generic caption. It should give the reader a better understanding of the place or the subject in the photo. 		✓	✓
<ul style="list-style-type: none"> ▪ The students will collectively vote for the best photo-story across the project participating schools/countries in a peer-judging format (through the use of accumulated likes, potentially) or pictures with the strongest impact (e.g. with 	✓	✓	✓

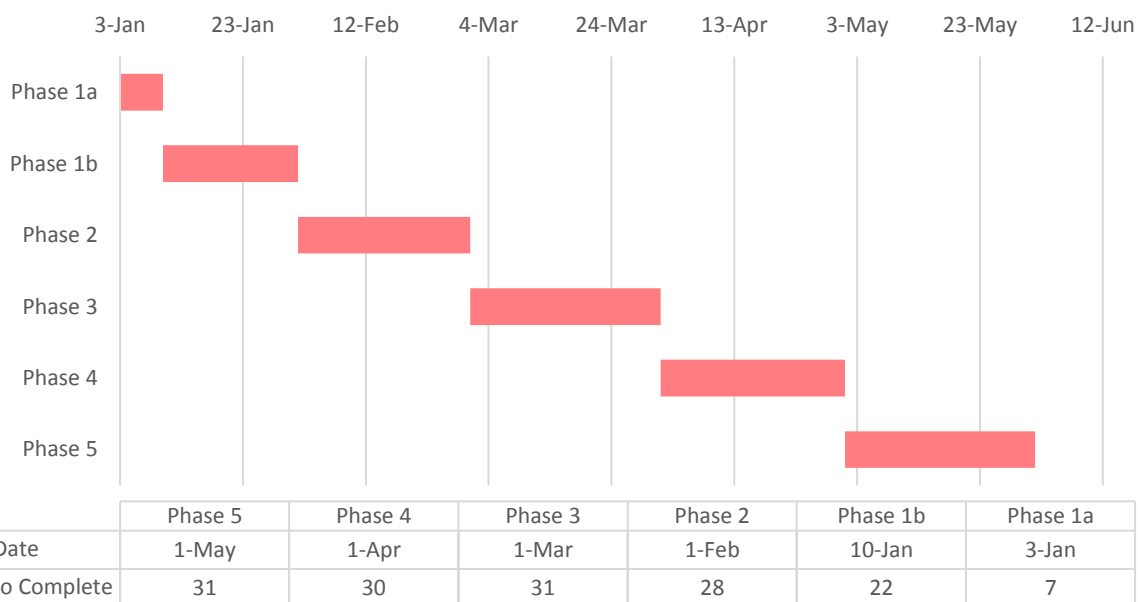
the most impactful and positively strongest comments from others).			
Phase 5 (End May 2019)			
<ul style="list-style-type: none"> Students will create a photo collage from photos posted by their partners from other countries, focusing on a theme (home, school or public domain) and the photo collage will be made into postcards, which they will send out to their partners as a symbol of their friendship or to be collated collectively to create a walk-through gallery at the end of the project. 		✓	✓
Please refer to the next page for the detailed timeline.			

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



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

Gantt Chart



Phase	Activity
Phase 1a	Join the project Facebook group.
Phase 1b	Students post on the Facebook group a personal introduction of themselves and provide insights into their current lives using a series of photographs.
Phase 2	Students will select aspects of their school lives to portray and share with the class prior to posting on Facebook page. Students will also focus on the finer art of story-telling to create a caption that will share an engaging narration of the photographs.
Phase 3	Students will research and share information of places of interests/icons/ events found in their country. They will then present on what they know about these points of interest.
Phase 4	Students will create a photo-story series regarding their visit to the places of choice. It should give a better understanding of the place or the subject in the photo.
Phase 5	Students will create a photo collage from photos posted by their partners from other countries, focusing on a theme (home, school or public domain) and the photo collage will be made into postcards, which they will send out to their partners as a symbol of their friendship or to be collated collectively to create a walk-through gallery at the end of the project.