



# ASEF Classroom Network #ASEFClassNet School Collaboration 2019

## Proposal

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

Postcards from the Edge

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

Mrs Juliette BENTLEY  
Teacher  
Writers Club Co-ordinator  
Adobe Education Leader  
Mt St Michael's College  
Australia  
E: [jbentley@msm.qld.edu.au](mailto:jbentley@msm.qld.edu.au)  
W: <https://www.msm.qld.edu.au/>

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

Mt St Michael's College caters for girls 850 from 11 to 16. As a Catholic school under the Mary Aikenhead Ministries, it has social justice as core to its ethos.

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

The proposed project aims to engage self-identified student writers in a global writing community where they can write for pleasure and share their words with others their age from around the world. The intention is not to create an English class but rather a place where self-efficacy, self-esteem and confidence in their authorial voice can be developed. Few students have audiences who read or listen to their work without judging it for assessment.

This project aims to build empathy and a sense of agency among young writers who can not only develop a greater understanding of themselves within their culture but also the commonalities they share with other young writers internationally who are also at an age where their words are often overlooked. We will use digital tools to make collaboration and communication possible and it is hoped that we might use Skype/Google Hangouts/Adobe Connect and Flipgrid to share face to face communication, reflections and responses. We would also create a closed group in Write the World which teaches skills. Students would begin with a postcard and end with stories, poems and understanding of those they share the world with.

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

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

<input checked="" type="checkbox"/> 1 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 type="checkbox"/> Environment & Sustainable Development	<input type="checkbox"/> Science & Technology
<input checked="" type="checkbox"/> 3 Others. Please specify below:	

Creating a global writing community where students support one another's writing for pleasure, the development of their authorial voice within a multicultural community where they can learn about other cultures in an authentic context of mutual respect.

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

Start Date	:	4 February 2019
End Date	:	28 June 2019
Duration	:	5 months

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

No. of Schools in total	:	15
No. of Students in total	:	6-120 approx. ( including writers club member)
Students Age Group	:	11-18
Level of English	:	Intermediate
Level of ICT Skills	:	Intermediate Tools are not difficult to use

**8. ICT tools/software required**

Please tick (✓) as appropriate)

<u>Word processing software</u>	<u>Video conference tools</u>	<u>Storage tools</u>
<input checked="" type="checkbox"/> Adobe Acrobat Reader	<input checked="" type="checkbox"/> Skype	<input checked="" type="checkbox"/> Microsoft Teams
<input checked="" 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 checked="" type="checkbox"/> iCloud
<input type="checkbox"/> Scribd	<input checked="" type="checkbox"/> Adobe Connect	
<input type="checkbox"/> Wordpress		

<u>Social media</u> <input type="checkbox"/> Ask.fm <input checked="" type="checkbox"/> Facebook <input type="checkbox"/> Flickr <input checked="" type="checkbox"/> Instagram <input type="checkbox"/> Pinterest <input type="checkbox"/> Tumblr <input checked="" type="checkbox"/> Twitter <input type="checkbox"/> Weibo	<u>Image editing software</u> <input type="checkbox"/> Adobe Illustrator <input type="checkbox"/> Adobe Lightroom <input type="checkbox"/> Adobe Photoshop <input type="checkbox"/> BeFunky (online) <input type="checkbox"/> Sketch (Mac only)	<u>Online collaboration</u> <input type="checkbox"/> Mindmeister <input type="checkbox"/> Slack <input type="checkbox"/> Telegram <input type="checkbox"/> Trello <input checked="" type="checkbox"/> Padlet <input checked="" type="checkbox"/> Microsoft Teams
<u>Video/audio editing software</u> <input checked="" type="checkbox"/> Adobe Premiere <input checked="" type="checkbox"/> Adobe Rush <input type="checkbox"/> Garageband (Mac only) <input type="checkbox"/> Soundcloud <input checked="" type="checkbox"/> Windows Movie Maker <input checked="" type="checkbox"/> Youtube	<u>Presentation</u> <input checked="" type="checkbox"/> Google slides <input checked="" type="checkbox"/> Microsoft Powerpoint <input type="checkbox"/> Prezi	<u>App development</u> <input type="checkbox"/> Adobe Flash builder <input type="checkbox"/> Alpha Software <input type="checkbox"/> Appy Pie <input type="checkbox"/> Appshed Creator
<u>Others (please specify):</u> <ul style="list-style-type: none"> <li>• I would use Adobe Connect (just teaching myself in preparation)</li> <li>• Adobe Spark Page, Post and Video apps</li> <li>• Flipgrid</li> <li>• Adobe Rush or i-movie</li> <li>• Google Earth</li> <li>• Google Tour Builder</li> <li>• Real postcards to be sent from students to one another.</li> </ul>		

**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 checked="" type="checkbox"/> Tablet
<input checked="" type="checkbox"/> Voice Recording Devices	<input type="checkbox"/> NA	
Others (please specify):		

Teachers will use what they have and as long as we can share images and sound, the tools themselves do not matter.

**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 to:</b>
1. Help students to discover the joy of writing without having the restrictions of writing for assessment.	1. Participate, teachers as writers sharing their own writing as equals and collaborators with students.
2. Help students to discover and develop their intercultural understandings and empathy, where they realize the similarities and differences in their experiences of being a young writer in 2019, where they can be participants rather than passengers in their own story.	2. Participate as global educators building resilience and empathy within themselves as well as their students.
3. Help students build confidence and self esteem through their active participation in a global writing community that is not faceless.	3. Develop greater understanding of the affordances that global projects and effective digital tool use can have in student learning.
<b>Students will learn to:</b>	<b>For Students will:</b>
1. Build empathy, understanding and/or intercultural competencies through sharing their writing, drawing, listening, speaking and reading in English, with native English speakers.	1. Have opportunities to participate in a global writing community which might build their writing and oral efficacy but more importantly, teach them that their words matter to others and deserve to be shared.
2. Become global citizens with an understanding of how grand the scale of the world is, and their importance in it.	2. Contribute to a Google Tour that tells the world about their community. Their reading of one another's work and face to face sharing either via Flipgrid or Google Hangouts or Adobe Connect, will add to their understanding of their value as global citizens and the importance of respect and empathy when faced with diversity.
3. respect and accept diversity and support one another in their writing and speaking.	3. Contribute to one another's writing journey, developing confidence and possibly English vocabulary skills as they do so.



**Postcards From The Edge**

**An international writing collaboration Proposed Schedule.**

Participating teachers from each school are requested to take photos and recordings. We would catch up via google docs, Google Hangout, e-mail and Flipgrid to discuss how it is going. We will need to also discuss child protection policies existing within our schools and the guidelines that will provide the Child Protection protocols for students and teachers to observe through the duration of this project. I suggest any physical mail goes to the school directly and no personal information re personal emails, surnames and addresses are shared.

Steps	Timeline	Information	Completion	Main Coordinator	Teachers	Students
<b>Phase 1</b> Initial Expressions of Interest	29 November	16 schools self-nominated at Larkan		✓		
Permissions to be involved in the project sent to parents of the Writer's Club	January 2019	Expectations clearly set establishing what is and is NOT to feature in the writing, and discussion of cultural sensitivities		✓	✓	
Nominations of 5 students from participatory schools	January 2019	Students matched with one writer's club member from Grade 8 to 12. Students are to keep a log of their reflections which will be shared on assembly on the completion of the project.		✓	✓	✓

Steps	Timeline	Information	Completion	Main Coordinator	Teachers	Students
Set up Write the World closed group <a href="http://www.writetheworld.com">www.writetheworld.com</a>				✓		
Initial Postcards	1st Week of February 2019	Write and send introductory postcards		✓	✓	✓
Arrangement of groups to meet online using Flipgrid to post 2-3 minute video introductions sharing one small piece of writing	Week 3 of Term 1			✓	✓	✓
<b>Phase 2</b> Introduction to <a href="#">Write The World</a> and creation of an enclosed online writing community	Week 4 of Term 1 Create a prompt			✓	✓ Teachers will be made moderators of the WTW group	✓
Write The World	Week 5 of Term 1 Using the Write the World platform read one another's work and give two stars and a wish.			✓	✓	✓
Write The World	Week 6 of term 1 Second Prompt			✓	✓	✓
Write The World	Week 7 of Term 1 Give Flipgrid feedback and respond to feedback			✓	✓	✓

Steps	Timeline	Information	Completion	Main Coordinator	Teachers	Students
Writing collaborations	Week 8 Google Form Themes to base interest groups around reading and discussing the work of their partners			✓	✓	✓
<b>Writing Collaborations</b>	Week 9 Writing to the chosen themes			✓	✓	✓
<b>Holiday Break for Easter</b>						
<b>Phase 3</b> Writing in WTW competition	Week of 23 <sup>rd</sup> of April Week 2 Term 2 Writing to the themes and tips on providing feedback			✓	✓	✓
Postcards	Week 3 Write and send postcards to International groups reflecting on what they have learned about others and themselves through the project so far. Write to their chosen theme using Google Docs/G-Suite			✓	✓	✓
Adobe Connect recorded online meeting/Flip grid	Week 4 Sharing stories in real time			✓	✓	✓

Steps	Timeline	Information	Completion	Main Coordinator	Teachers	Students
Adobe Spark Video recordings of participant's work uploaded to our Adobe Page	Week 5 Students record their words with images and music beneath to enhance the listening experience			✓	✓	✓
SKYPE or Google Hangouts with participants able to attend. Others can watch the recording.	Week 6			✓	✓	✓
Phase 4 Polishing one piece of writing for Book Creator/ optional videoing of students in each country reading their own work to go into a mash up video	Week 7			✓	✓	✓
Create a video summary and farewell to the participatory schools FEEDBACK AND EVALUATION	Week 8			✓	✓	✓

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



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