



“E-mail is awesome because we get to send messages and get messages and send a response! It helps you learn a lot because you read new words and learn about new places.”

images and their observations. Using the tool of a digital images slide show coupled with prior pond observation experiences, they will contribute to discussion on the reasons/explanations for their most recent observations and make connections between those recent observations and prior observations. In this process, they will use the present and past year's photo journals in reading groups for the purposes of “learning to read” and “reading to learn” about the water habitat. Reading past journals is a way of researching prior data. Performances of Understanding will include explaining how they use the technology tools and the understandings they have from the photo journal content.

- **Guided Inquiry Performances and Culminating Performances**

For example: Students will prepare and give presentations/workshops for other school classes and district school board to share and educate others about their learning progress and understandings from their Water Habitat Project. Performances of Understanding will include assessment of preparation and presentation of their water habitat project.

- **Ongoing Assessment**

(How teachers and learners monitor progress and plan for further learning Science Assessment)

For example: On whole-class field trips, students will be assessed on performance and understanding of taking and recording data for water temperature, pH, and measurements of pond dimensions. Students will be assessed by:

a. checking accuracy of their data at the field site and

b. anecdotal notes on their engagement, participation, contributions and learning while doing the data collection as well as their verbal presentation of the data to the whole class at the site.

WHY IS THIS WORTH LEARNING?

Students are motivated to develop skills and use science, literacy, visual arts, and communication tools when experiences with these tools are embedded in meaningful, hands-on lessons. The local pond water habitat near the school provides an excellent environmental education site where they can integrate science, literacy, visual arts, and communication disciplines. Because students often visit this site after school, during weekend and vacation times with families and friends, Teaching for Understanding Curricular Water Habitat work in the classroom can be connected to students' ongoing outdoor recreational experi-

ences. Because this site is a familiar recreational location with which students have experiential ownership outside of school as well as in school, they are motivated to study it and become active participants in caring for the site.

Because changes in the water habitat are ongoing and students continue to visit the pond throughout their school years, this is a generative curricular project that provides them useful understandings for ongoing interest and care about a local water habitat even after they have left their primary classroom.

Meaningful uses of new technologies to launch literacy and communication essential learning are continually transforming Kristi Rennebohm Franz's primary classroom. To learn more about it, see their class site at <<http://www.psd267.wednet.edu/~kfranz>>.

Developed by Kristi Rennebohm Franz, Sunnyside School, Pullman, Washington. Adapted with permission from the North Central Regional Educational Laboratory. All rights reserved. <<http://www.ncrel.org/engage/highlite.htm>>.

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Tips for Integrating Online Projects into Your Classroom

BUILD COLLABORATIVE SUPPORT AT YOUR SCHOOL.

Learning to use new tools of technology (e-mail, website publishing, videotaping, and videoconferencing) for online global collaborative projects requires professional development support and technical support. Teachers who have been successful in doing international collaborations have found that building a support community is essential. Start by building collaborative support at your local school level. For pro-

fessional development, partner with several other teachers in your building who are also interested in international collaborations. Start by using e-mail among teachers within your school so that you can get together face-to-face to reflect on how Internet skills are developing, to ask each other questions, and to give each other support. Together you can look to resources for international collaborations to enhance your curricular goals.

Include your school or district support personnel in your collaborative effort so that they can provide technical