

Title of Session: Global Project Based Learning - Global Marketplace

Moderator: Linda Ullah

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BJB2: Welcome to today's GPBL discussion on the Global Marketplace

BJB2: as always, let's start with introductions, please

LindaU: I'm Linda Ullah. I work as a School Development Coach for the New Technology Foundation, helping teachers in North Carolina integrate PBL and technology.

ValarieH: student at Texas A&M Kingsville, major Kinesiology

DavidWe: I'm David Weksler. I'm one of the HelpDesk volunteers. I'm in New Jersey, close to New York City

YasmineT: I'm Yasmine Tolentino a student at University of Technology Sydney

ChadA: Technology Resource Teacher - Stafford Co., VA

DianaP: Diana from Texas A&M Kingsville

BJB2 hands over the virtual floor to Linda

LindaU: My theme for tonight is how do we help schools (students in schools) in American towns, where the economy is sagging due to the lost of industries that are now off shore in emerging countries prepare for their role in the 21st Century global economy.

LindaU: It more a discussion and exploration of ideas rather than me giving you my answers.

LindaU: It is an important conversation.

LindaU: in a "flat" world

LindaU: Tell me a little about how you see this in the schools you are associated with and how you see the global economy affecting the learning needs at those schools.

LindaU: ..or rather the changing learning needs.

ChadA: Teach them in a 21st century context to become comfortable utilizing new technologies to collaborate, make decisions, and develop products

LindaU: Define how you are using 21st Century context please, Chad

LindaU: In other words, what specific skills, understandings, knowledge must we teach them

LindaU: and how does this differ from what/how we have been teaching

DianaP: you mean what new skills would have to be taught?

LindaU: What do you think Diana?

DianaP: For example teach them how to be technologically savvy

RaulG: well public schools are funded by taxes right

LindaU: yes, Raul, go on.

DianaP: The poorer the district the more government funding

LindaU: possibly.. depends on what state you live in.

DianaP: so low socioeconomic schools sometimes have the best facilities for example Roma Texas

RaulG: well if the community is poor the school should still have money no

RaulG: yet the students might lack the resources for school

RaulG: so it is a problem

LindaU: Do you mean that the students don't have access to technology, books, etc. at home?

LindaU: What about students in emerging countries?

DianaP: that could be a possibility

DianaP: In which case access to school facilities such as computer labs and library should be available after school hours to help with that problem

DianaP: Students could then complete assignments dealing with technology that they cannot access at home

RaulG: yea but what if they have to work

RaulG: because their parents don't earn enough

RaulG: you know, like in third world countries

LindaU: Here is a concrete example. I work with schools in NC. Most of my schools are in rural towns that have traditionally (since the end of the Civil War) been textile mill towns. Now these companies are closing (massive layoffs and unemployment) and going to emerging countries (cheaper labor)... How do these schools reinvent themselves and help the towns to reinvent themselves so there will be an economic base for jobs within the communities..?

DianaP: I don't know Linda that is tough

LindaU: Maybe, if there are jobs.. What about job retraining for the people who have lost their jobs due to the flattening of the world and the globalization of industries?

ChadA: Sorry, I'm back. Even if we prepare the students that doesn't fix the town. So the town needs to be reorganized

LindaU: What do we prepare the students for?

RaulG: Well what if most of the town leaves, and the population goes down, does the school close

RaulG: or what

DianaP: In theory we should prepare them for anything and everything but if you want a solution to that problem I suppose you prepare them in whatever vocation is in demand

ChadA: Not sure, do we prepare them to work in the industries the town currently has or look for the future

LindaU: or do we find a way to prepare the students to stay in their home towns and find a way to invigorate the economy within the global marketplace?

DianaP: I guess it slowly becomes a ghost town but that is what we want to avoid

ChadA: If there is a city planner, work directly with that person to see where the town is heading

RaulG: Well what about school jobs

LindaU: Okay.. take a look at this site on 21st Century Skills and tell me how we teach these in a way that will help our students find jobs with the global marketplace that could rebuild, rather than destroy their towns: <http://www.21stcenturyskills.org/>

RaulG: could the school hire some people

RaulG: but the again they are on a budget too

LindaU: Often the school districts are the largest employers in these towns.

DianaP: But are we talking about changing main components of the curriculum or significantly modifying it for the sake of the town? What if the students want to go beyond their town and when they leave they are unprepared to deal with the rest of the world?

LindaU: Tell me about Kingsville, Raul-- town and schools.

RaulG: this place would be dead if it wasn't for the University

RaulG: Everything revolves around us

LindaU: Ah, Diana, You've asked a key question

ChadA: I don't think the curriculum should accommodate the town, students need skills that are universal.

ChadA: We should be careful not to plan their future for them

RaulG: Yea, but what if they have trouble finding good faculty due to the towns and its situation

LindaU: okay Chad.. expand on that idea'

RaulG: does the mean the students are cheated out of a good education

DianaP: Hope not

ChadA: If we teach student universal skills. a solid core content curriculum infused with technology, collaboration opportunities, and communication skills . We have a start

LindaU: Have you ever heard the expression.. Think Globally.. Act Locally?

RaulG: I know if I had to live in a ghost town, I'd think twice before moving

RaulG: afraid to admit it

LindaU: Good Chad.

DianaP: Yes, and no matter where they go they will be prepared to handle what comes

YasmineT: a global curriculum that lets kids be creative and critical at the same time

YasmineT: how I dream of the day

RaulG: Yea there are many opportunities even if they live in a humble community

LindaU: How do you teach students not to resent the countries that now have the jobs their parents once had?

DianaP: But then we have to change the current form of teaching which relies mostly on lecture

DianaP: That is tough Linda

LindaU: Hmmm Diana... explain....

YasmineT: we can teach future teachers and curriculum creators that...collab learning, other methods of teaching

ChadA: Part of this would have to be addressed by universities. How are we training our teachers to teach?

YasmineT: yes focus on the future change makers....the teachers at uni

LindaU: Okay... another scenario in the global marketplace.... The jobs in many towns are now being taken by foreign laborers who are willing to work long hours for lower wages... This creates racial, ethnic tension in these towns.. How do we prepare all students in these communities to live and work together?

ChadA: What does a good pedagogy course look like in 2015?

DianaP: Well, it's true about the think globally act locally, but if we want our children to learn all of what it is they need to learn then we need a new game plan. We need interactive and yes, 'fun' teaching that will enable our students to keep what they have learned and not forget it down the line

RaulG: Well if it's a small community they should be rather united

RaulG: everyone knows everyone

LindaU: Is the currently college/university pedagogy preparing 21st Century teachers and other workers?

YasmineT: mine is....it's teaching me to focus on how we learn and not how we should teach

ChadA: I would have to say they're not.

LindaU: What if these "foreign" students don't speak English and have customs that we don't understand?

DianaP: true for a small town

YasmineT: in understanding the best way I learn myself, I'm being trained on how to make such an environment for my students too...an environment where you can learn

LindaU: Is it just for small towns?

ChadA: A good ESL program needs to be put into practice and all cultures should be celebrated

RaulG: well it should be applied everywhere regardless of the size of the town

LindaU: 'How do you teach if 50 or more per cent of your students are ESL and if there are multiple primary languages...

DianaP: Oh goodness that would be very hard Linda, I have no idea, what do you suggest?

LindaU: I've taught in this environment...

ChadA: Good question. Nettekker DI is a good resource to assist

DianaP: What exactly is that Chad?

RaulG: yea please explain

RaulG: cuz 50 percent is a lot

ChadA: It's a website that schools can subscribe to. It's makes differentiation a lot easier

LindaU: Do you have the URL so we can all look at it?

DianaP: can you name the site please. I would appreciate it

ChadA: I'll google it

DianaP: Thank you Chad.

RaulG: cool

LindaU: Okay.. Let's all look at the 21st Century competencies at:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

LindaU: Think how you'd apply these to the two scenarios I presented.

ChadA: <http://www.nettrekker.com/>

LindaU: Thank you...

DianaP: Thank you

DianaP: I will check it out

ChadA: You can get a free demo, there are some great features

LindaU: We are also looking at:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 and thinking how these 21st Century competencies might apply to the two scenarios I presented.

ChadA: So, we're thinking about the small town still right?

LindaU: or the multi-cultural, multi-lingual school

ChadA: OK

LindaU: or the schools you are familiar with

RaulG: but still, 50 percent is a lot

RaulG: How would you go about doing ESL for half the school?

LindaU: but it exists, Raul.

RaulG: Hiring teachers of different ethnic backgrounds

RaulG: Fluent in the languages needed

LindaU: Where I taught Spanish was the most widely spoken language, so we had Spanish/English bi-lingual classrooms, but we had 26-28 other languages as well, with Vietnamese being the #2 most widely spoken primary language.

LindaU: We used sheltered English in all our classrooms.

RaulG: Math teachers that speak Spanish, or Vietnamese

LindaU: and had an ESL teacher to help students learn English.

LindaU: We were able to hire enough Spanish speaking teachers, because the language was so prevalent (California).

LindaU: We hired some Vietnamese speaking teachers as well.

YasmineT: hire multi lingual translators in class?

YasmineT: more people can translate than teach multi lingually

ChadA: The benefit of integrating technology is that you can often reach more students with the tools available, For example, you might use a UnitedStreaming video with closed captioning

LindaU: But Tagalog, Farsi, Arabic, Cambodian, Laotian, Mung, Hindi, Punjabi, etc. etc. etc. were also primary languages

RaulG: wow

RaulG: that is a problem

RaulG: how do you fix all that?

ChadA: I don't think you can 'fix' it, you just adapt to it. Find out what works and run with it

LindaU: We've gone with a question Raul asked.. but What I'm looking for is how to teach the 21st Century Skills in a way that will help all students be good citizens of the global market place.

DianaP: Hmmm, I don't know.

YasmineT: after school ESL.....suggest it to families to put them in one?

RaulG: What if the govt. provided special schools, at least with those languages that are higher in demand

LindaU: I'm not sure, Raul, that fix is the right term. We know that if you learn your native language (verbal and written) well, you can learn the 2nd or target language easier and be bi-lingual and bi-literate

LindaU: If you don't learn your native language well (and read and write it well) it is harder to be literate in the 2nd language.

ChadA: Embed those skills into the core content. Start small by partnering with nearby schools then branch out to collaborate across the state, country, world.

LindaU: ah.. the world... go with it Chad...

LindaU: Tell us more about collaborating across the world to teach 21st Century skills

RaulG: so we still have no answer to the problem

DianaP: Like distance learning with smartboards?

LindaU: Do we, Raul?

YasmineT: 21st century skills in being good citizens....bring em to worldwithoutoil.org on Apr. 30

ChadA: I guess you could use webcams, blogs, wikis, etc to collaborate with others across the world to solve problems posed

LindsayR: you can do that with smartboards

LindaU: okay Diana.. how can we use Smart boards for distance learning?

RaulG: Most of them are here illegally right Linda

RaulG: well that's what I think

RaulG: so it's hard for them to get government help

LindaU: okay.. If I am a native English speaker how do I collaborate with a native Japanese speaker?

YasmineT: collaborate with a Japanese teacher online?

LindaU: We don't know that Raul.. isn't that an assumption?

DianaP: Well, you use them in conjunction with someone in another location and have them appear on your screen and you appear on theirs

RaulG: yea

LindaU: Good idea Yasmine.

LindsayR: aren't there programs that can translate things

RaulG: but an assumption that's a little accurate

LindaU: Yes.. Google has a translator and there are other free online translators

DianaP: Yes Lindsay I used one in high school to help out in some Spanish work

MarioAr: but those are not always the best things to use

ChadA: The online translators are good, but what if you're trying to communicate real time

DianaP: Good question Chad

ChadA: Has anyone used Writely.com?

LindaU: They are not 100% accurate.. Try translating a sentence in English into another language, then translate it back to English and see what happens:

http://www.google.com/language_tools?hl=en

YasmineT: that would be great too...but with computer programs translating...it sometimes gets misunderstood as compared to an actual person who really knows how to translate thought and not just a group of words

RaulG: Well what if the students are nor willing to put in the extra time

DianaP: Plus online translators are sometimes a bit unreliable

MarioAr: very unreliable

LindsayR: well I know the free online translators aren't the best but they still work

RaulG: Or they feel shy about not knowing the language

DianaP: Exactly Yasmine, sometimes computer programs are too literal

LindsayR: the bought ones aren't any better?

LindaU: I'll tell you a funny story. I had students in CA doing a project with students in Brazil. Since my students didn't speak Portuguese (every language but, Portuguese in the class), we used Babelfish (Alta Vista's web translator.

LindaU: My students got emails from their Brazilian partners signed "Slugs and Holds" then the students' names

DianaP: how did that work Linda?

LindsayR: slugs and holds????

LindaU: We finally discovered they were trying to say "hugs and kisses" but the translator said "slugs and holds."

LindsayR: o

LindsayR: wow that was way off

DianaP: I guess that's an example of getting lost in translation

LindsayR: it sure is

DianaP: That is a pretty funny example.

RaulG: Well what if you contact schools from the region your child is from and ask them for help

MarioAr: yeah really lost

DianaP: Like for a translator maybe?

LindaU: As we draw to the end of tonight's discussion.. What one thing did you come away with that will make you think about it until you find a solution that will help all students live and work in the global marketplace of the 21st Century?

RaulG: That is in fact a huge problem

DianaP: Yes ma'am it is, my only complaint is that we need new facilities to better accommodate our growing department

RaulG: Students that have trouble learning because they don't speak English

LindaU: I now live in Charlotte NC.. I just moved there (I'm in Elizabeth City NC tonight) from Morgan Hill Ca (south of San Francisco)

RaulG: Communities that have no jobs

ChadA: Addressing language barriers is the problem I'll continue to think on

RaulG: where the children's education can suffer for it

LindaU: How can theater help give your students the necessary 21st Century Skills.

DianaP: I think that really stood out to me too Chad.

DianaP: Presentation communication skills

LindaU: Good.. Do think about these things and think how you will be better teachers because you've considered these things.

MarioAr: language will always be a big barrier until we find a good solution

LindaU: Find the solutions

DianaP: We will try

BJB2: The next GPBL discussion is May 24

LindaU: Hopefully we can continue this discussion in May

BJB2: thanks, Linda.

DianaP: Thank you Linda

ChadA: Keep fighting the good fight, thanks see ya

LindaU: I hope I made everyone reflect and think tonight.

MarioAr: yes you did

LindsayR: you sure did Linda

DianaP: You really did.

DianaP: Goodbye everyone

LindaU: Good night all.

LindaU: thank you for being here.