

EVALUATION PROPOSAL

EVALUATION OF THE "GLOBAL CLASSROOM" TELECOMMUNICATIONS PROJECT

20 August 1996

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Evaluation of the "Global Classroom" Telecommunications Project

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1. The Project

The Global Telecommunications Project commenced in 1995 as a large two year collaborative pilot project involving the Whalesong Foundation Ltd. (the Australian arm of I*EARN, a not-for-profit global organisation) and the Department of School Education.

The stated project goals of the Global Classroom telecommunications Project are to:

- (i) enhance student learning utilising telecommunications technology
- (ii) assist Victorian teachers in the assessment and application of telecommunications technologies in schools
- (iii) expose Victorian teachers to the I*EARN collaborative theme-based project model
- (iv) support and develop student generated projects which make meaningful contribution to the health and welfare of the planet and its peoples
- (v) determine the impact of the use of telecommunications technology "in context" on teaching methodologies, student learning and curriculum design.

I*EARN has a strong philosophical commitment to:

- empower youth to make a meaningful contribution to the health and welfare of the planet and its peoples
- youth working collaboratively on concrete-meaningful projects to have measurable social and environmental outcomes
- consciously include youth around the world in a decentralised, global village network and have a global management team working together by telecommunications within the framework of the I*EARN Global Constitution forged on the model of the United nations Charter.

An in-house evaluation report, *Footprints, The Global Classroom, 1995*, was prepared at the end of the first year of the project. It comments that

In all, the Global Classroom Project was (is) a bold attempt to focus on the curriculum and teaching needs of the classroom teacher, the Victorian Government's requirements of a statewide professional development program, available and relevant to all teachers and, perhaps most important of all, the learning experiences and outcomes of all the students involved in the project. (p.vi)

During 1995 a total of 100 schools participated in Phase 1 and Phase 2 of the project. By the end of 1996 a further 200 schools will be involved.

2. Service Agreements

For each year of the project a Service Agreement has been negotiated between the Department of School Education and The Whalesong Foundation Ltd.. The 1996 Service Agreement spells out the goals of the project and the services to be provided by The Whalesong foundation to achieve the performance criteria indicated.

3. Overall Evaluation Framework

Attachment 1 presents a framework for the overall evaluation of the Global Classroom Project taking into account the information in the Service Agreement on which The Whalesong Foundation is required to report to the Department of School Education. The framework adopts a constructive approach aimed at both accountability in terms of performance criteria and provision of useful information to guide on-going development and improvement.

In addition the collection of additional evaluative information is considered desirable for effective fulfilment of the overall evaluation task. The framework clearly indicates other performance indicators for which relevant evaluative information is proposed to be collected.

4. Evaluation of the Professional Development Strategy for Teachers

Purpose

The focus of this proposal is on evaluating the professional development strategy for teachers in Internet training and involvement in I*EARN projects. Stage 1 will also enable some comment to be made on the overall impact of the project in the six schools on participating teachers and students, the school as a whole and non-participating teachers. The final report will incorporate short case studies relating to these schools.

This proposal can be implemented within the evaluation budget presently allocated, but is less thorough and will provide limited guidance for future development.

Methodology

Stage 1: August - October 1996

Six schools will be invited to participate in Stage 1 of the evaluation (3 schools involved from 1995 and 3 schools that commenced in 1996). During site visits the following people will be invited to comment through interview on aspects of the project:

- staff involved in I*EARN projects (individually)

(e.g. strengths and weaknesses of the PD strategy, use of the Internet, impact on classroom practices, impact on student learning, impact on curriculum development);

- groups of students from classes participating in the project (several small group focus interviews)

(e.g. impact on student learning, change in classroom practices, impact on other classes, satisfaction in participation);

- school principal (individually)

(e.g. impact of the PD training for the teachers, impact for students participating, impact on non-participating teachers, other impact on the school);

- several staff not involved with the pilot project but whose students are participating (individually)

(e.g. impact for participating students, impact on their classes, impact on the school).

The evaluative information will be analysed to contribute to the development of a short survey on the PD strategy to be subsequently distributed in Stage 2 to all teachers participating in the Global Classroom telecommunications Project. A draft will be trialed with a number of teachers before being finalised.

Stage 1 will also include interviews with staff in The Whalesong Foundation national office at Broadford Secondary College and relevant senior DSE staff in the central office.

Stage 2: October 1996 - January 1997

In Stage 2 the short participating teacher survey prepared in Stage 1 will be distributed in hard copy and electronically. Responses will be analysed (*October - November 1996*).

A concise final report will be prepared with a primary focus on the evaluation of the PD strategy for participating teachers, together with some comment on the impact of the pilot project in six schools.

Evaluation Report to DSE

The Whalesong Foundation can use the prepared report as part of its overall reporting of the two year pilot project to DSE.

Budget - Proposal

	\$
Site visits and interviews (6) averaged @ \$500 per school	3,000
Teacher survey (preparation, distribution, analysis)	1,000
Planning, data analysis, report writing, other	<u>1,500</u>
Total	5,500

Overall Evaluation Framework

Drawing upon the stated goals of the Global Classroom Telecommunications Project and Services to be Provided (5) and Performance Indicators (6) in the Service Agreement between Whalesong Foundation Ltd and the Directorate of School Education the following framework is presented.

<p>Overarching Goal</p> <p>To enhance student learning through the I*EARN collaborative theme-based project model utilising telecommunications technology.</p>
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Goal 1: To assist Victorian teachers in the assessment and applications of telecommunications technologies in schools.

<i>5. Services Provided</i>	<i>6. Performance Indicators</i>
<p>Whalesong will:</p> <p>2) Collaborate with the other Global Classroom initiatives to provide a comprehensive professional development program for teachers from the selected schools in relation to network learning.</p> <p>3) Design and deliver additional professional development activities as required for teachers from the selected schools specific to I*EARN collaborative theme-based projects.</p> <p>4) Train and support a network of school-based mentor facilitators.</p>	<p>Professional development and curriculum planning</p> <p>6.2.1 Quantitative Indicators</p> <p>a) number of teachers undertaking professional development associated with the global classroom project</p> <p>b) number of teachers co-ordinating network projects and providing professional development for colleagues</p> <p>d) measures of teacher satisfaction with the project and associated teaching outcomes</p> <p>6.2.2 Qualitative Indicators</p> <p>a) professional development materials, contribution to course advice, exemplary materials and courses</p> <p>b) evaluation of PD strategy</p> <p>c) support for curriculum materials produced</p> <p>d) success of mentor program in facilitating projects and support</p> <p>e) incorporation of network learning and telecollaboration into mainstream classroom and professional development activities.</p>

Goal 2: To expose Victorian teachers and students to I*EARN collaborative theme-based projects, support their involvement in existing projects and develop and support further student-generated projects which make a contribution to the health and welfare of the planet and its peoples.

<p style="text-align: center;"><i>5. Services Provided</i></p> <p>Whalesong will:</p> <p>1) Undertake a selection of a number of Victorian Government schools which, in addition to those already involved in I*EARN projects, will equal 300 schools involved in such projects since the beginning of the Global Classroom Project.</p> <p>5) Coordinate the facilitation of networked collaborative learning activities for 300 schools.</p> <p>6) Provide support materials and services to support specific projects</p>	<p style="text-align: center;"><i>6. Performance Indicators</i></p> <p>Student projects</p> <p>6.1.1 Quantitative Indicators</p> <p>a) number of participating schools (target 100 schools continuing from 1995 plus 200 new schools)</p> <p>b) number of participating teachers (target approximately 1000)</p> <p>c) number of participating students (target approximately 8000)</p> <p>d) number of theme-based curriculum projects undertaken (target 10-12 existing and new projects)</p> <p>f) production of curriculum support materials</p> <p>Professional development and curriculum planning</p> <p>6.2.2 Qualitative Indicators</p> <p>a) professional development materials, contribution to course advice, exemplary materials and courses</p>
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Goal 3: To significantly enhance the impact of the use of telecommunications technology "in context" on teaching methodologies, student learning and school curriculum design.

<p style="text-align: center;">5. Services Provided</p> <p>Whalesong will:</p> <p>7) Disseminate the products of the project, including publication of student work in print and electronic forms, public presentations, exhibitions and conferences as budgeted.</p> <p>8) Co-ordinate the development of the content of a Global Classroom strand in a conference to be organised by a subject association</p> <p>9) Organise and present the State of the Planet student forum as a showcase for student work on environmental and global issues.</p> <p>10) Produce regular media releases and contributions to Victorian School News and SOFWeb.</p> <p>11) Arrange an independent evaluation of contracted work in consultation with the Directorate.</p> <p>12) Provide a project report at the conclusion of the project.</p> <p>13) Provide strategic advice to the Directorate of School Education regarding the implementation of networked learning in schools.</p>	<p style="text-align: center;">6. Performance Indicators</p> <p>Student projects</p> <p>6.1.1 Quantitative Indicators</p> <p>e) presentations by students and teachers at state, national and international conferences</p> <p>g) numbers of articles and publications in print and electronic format</p> <p>h) number of schools publishing on the Internet</p> <p>i) number of articles and items published in the Victorian School News and on (or pointed to on) SOFWeb in association with the Global Classroom Project</p> <p>j) number of collaborative events and activities organised by participating schools</p> <p>k) completion of the evaluation</p> <p>6.1.2 Qualitative Indicators</p> <p>a) involvement of students in planning and co-ordination of projects and events</p> <p>b) policy advice given.</p> <p>Professional development and curriculum planning</p> <p>6.2.1 Quantitative Indicators</p> <p>c) presentations by teachers at state, national and international conferences</p> <p>6.2.2 Qualitative Indicators</p> <p>e) incorporation of network learning and telecollaboration into mainstream classroom and professional development activities.</p>
	<p>Others</p> <p>Qualitative Indicators</p> <p>(i) Impact on teaching strategies</p> <p>(ii) Impact on the school curriculum</p> <p>(iii) Impact on student performance - in I*EARN classes, in other subjects</p> <p>(iv) Impact on teacher and student attitudes</p>

SCHOOL VISITS

Whittlesea Primary School, 18 October 1996

Principal	Yvonne Scott		
Staff	Sue Gunningham	Jim Rees	3 Prep teachers
Student Groups	Grade 5/6		

Keilor Downs Secondary College, 21 October 1996

Vice-Principal	Peter Starford		
Staff	Nikki Deighton	Deidre Ginter	Lynsey Martin
	Sue Maloney	Paul Bloom	Patricia Patkovski
	Mark Knickerbocker	Joe Said	Greg Turner
Student Groups	Year 9	Year 10	Year 11

Anderson Creek Primary School, 28 October 1996

Principal	Des Mckenzie		
Staff	Elaine Robertson	Carole Egan	
Student Groups	Grade 4		

Kurnai College - KODE Campus, 29 October 1996

Principal	Karen Cain		
Staff	Andrew Mowat	Kylie Colquhoun	Robert Juratowitch
	Neil Grimshaw	Cameron Tingay	Frank??
Student Group	Year 7		
Community member	Rex Solomon		

Bairnsdale Secondary College, 30 October 1996

Principal	John Butler		
Staff	Virginia King	Sandy Turvey	Bob Carter
	Norman Terrick	Gayle Talko	Jenny Wheller
	Rob King	Margaret Scott	Vanessa Clarke
	Jan Fiedler	Dot Moffat	Joel Wickham
	Igor Malejew	Loretta Willis	Marilyn Quayle
	Dot Moffat		
Student Groups	7D, 7E, 7G, 7H, 8E, 8G,	Year 12	

Moonambel Primary School, 1 November 1996

Principal	Maryanne La Macchia		
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Alexandra Secondary College, 8 November 1996

Vice-Principal	Robert Flowers		
Staff	Stephen Cutting	Glenda Buller	Louise Hogan
	Peter Lewis		
Student Groups	Year 9	Year 10	

Broadford Secondary College, 17 November 1997

Principal	John Patterson		
Staff	Bill Coppinger	Andrew Hocking	Janette Burnett
	Cathy Skidmore		
Student Groups	Year 9	Year 12	

INTERVIEW SCHEDULES FOR STAFF AND STUDENTS INVOLVED

ATTACHMENT 3

**A. EVALUATION OF THE PILOT GLOBAL CLASSROOM PROJECT
STAFF INVOLVED WITH I*EARN PROJECTS**

Q1 *Background*

Name

.....
.....

School Date

.....

Position I*EARN Coordinator participating teacher

Q2 *Participation in Global Classroom Project*

When did the school commence with the Global Classroom Project? When did you?

.....

Number of your/ school classes participatingNumber of your/ school students participating

.....

Title(s) of I*EARN projects in which you are /the school is directly involved

.....

.....

.....

Description(s) (seek documents)

.....

.....

.....

Which of these are new locally developed projects?

.....

Which were existing I*EARN projects?

.....

Q3 *Impact of involvement in Global Classroom Project*

a lot 5 some 4 a little 3 none 2 disadvantage 1

How, if at all, has an involvement in the Global Classroom Project seemed to affect:

- your attitude towards teaching

.....

- your understanding about how learning takes place

.....

- student performance (I*EARN classes/ non-I*EARN classes)

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- student attitudes towards:

* school learning

.....

* other

cultures.....

* the environment

.....

* working together with others

.....

- the learning programs of your participating class(es)

.....

- development of exemplary materials

.....

- development of exemplary courses or course components

.....

- involvement of students in planning and coordinating projects/events

.....

- the learning programs of your non-participating class(es)

.....

- incorporating network learning into mainstream classes within the school

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- incorporating telecollaboration into mainstream classes within the school

.....

- the school (curriculum/ attitudes towards computer use and the Internet)

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- parental involvement

.....

- community involvement

.....

- any other effects

.....

Q4 *Dissemination*

What, if any, presentations have been made at state, national and international conferences by

- yourself (and other teachers in the school)

.....

- your students

.....

(seek documents)

What, if any, articles and publications have been made by you/your students in print/ electronic format/ the Internet/ Victorian School News/ SOFWeb in association with the global classroom project (seek documents)

.....

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How many and what collaborative events and activities have been organised by you/ your school

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.....

Q5 *Professional development program*

What professional development activities have you undertaken associated with the Global Classroom project?

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.....

How helpful is the professional development program provided to assist your participation in the project?

a lot 5 some 4 a little 3 none 2 disadvantage 1

- the materials you received when you first commenced with the project

.....

- assistance from the I*EARN mentor in facilitating projects and providing support

.....

- support from the Internet mentor

.....

- support from the I*EARN national office located at Broadford Secondary College

.....

- other(s)

.....

Q6 *Supporting other teachers*

a lot 5 some 4 a little 3 none 2 disadvantage 1

To what extent, and in what ways, if at all, have you assisted in the professional development of other teachers participating in the project?

- coordinating network projects

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- developing professional development materials
.....
- presenting at meetings of participating teachers
.....
- other(s)
.....

To what extent have you assisted in the Global Classroom professional development of teachers NOT already participating in the project?

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Q7 *Strengths and weaknesses of the professional development program*

What do you consider are the strengths of the professional development program?

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What do you consider are the weaknesses of the professional development program?

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Does the professional development support need to be improved?

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If yes, in what ways/ If not, why not?

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B. EVALUATION OF THE PILOT GLOBAL CLASSROOM PROJECT GROUPS OF STUDENTS INVOLVED WITH I*EARN PROJECTS

Q1 *Background*

ClassNames

.....

School

.....

.....

Q2 *Participation in Global Classroom Projects*

Title(s) of Global Classroom projects in which involved

.....

Description(s)

.....

Q3 *Impact of Involvement in the Global Classroom project*

What have you liked about doing Global Classroom projects? What have you liked BEST?

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.....

What important things have you learned?

.....

Has it changed how you feel about:

- people from other countries?

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- the environment?

.....

- working together with others?

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- how you learn?

.....

- school?

.....

- what you do out of school?

.....

Is there anything you haven't liked about doing Global Classroom projects? What have you liked least?

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.....

Q4 *Classroom Environments*

Have the classes involving the Global Classroom project been different than your other classes?

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If yes, in what ways have you learned differently?

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If yes, in what ways have the teacher taught differently?

.....

Has your involvement in the Global Classroom project influenced (i) what you do in other classrooms and (ii) how your other teachers teach?

.....

Q5 *Dissemination*

What, if any, presentations have been made at state, national and international conferences by yourself/ with other students/ with your teacher?

.....

What, if any, articles and publications have been made by you/ with other students/with your teacher in print/ electronic format/ Victorian School News/ SOFWeb in association with the global classroom project?

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SCHOOL I*EARN COORDINATOR SURVEY
EVALUATION OF THE PILOT GLOBAL CLASSROOM PROJECT
SCHOOL I*EARN COORDINATOR

Your comments on issues raised in this survey will contribute to a better understanding of the implementation of the two-year pilot Global Classroom project and will assist in the preparation of an evaluation report at the end of this year on the two-year pilot stage.

A REPLY BY FRIDAY 6 DECEMBER 1996 WOULD BE MUCH APPRECIATED.

Q1 *Background*

Name of I*EARN Coordinator

.....

School

.....

Position in school

.....

Q2 *Participation in Global Classroom Project*

(i) When did the school commence with the Global Classroom Project?

1995 Phase 1	1995 Phase 2	1996 Phase 3	1996 Phase 4
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(ii) Why and how did the school choose to become involved in the project? (Include comment on the involvement of the

principal).....

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(iii) Approximately how many teachers are making use of the Internet in their classes and what proportion is this of the overall teaching

staff?.....

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Approximately how many teachers are participating in the Global Classroom project and what proportion is this of the overall teaching

staff?.....

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(iv) In which I*EARN projects is/was the school directly involved?

Include a brief description of each project and indicate for each:

- if it was an existing I*EARN project or one generated by you or other project teachers
- the year level(s) of the children/students participating
- the number of teachers involved at the year level(s)
- the approximate number of students participating.

I*EARN project (existing/generated by you or other project teachers)	year level(s) of children/students participating	number of teachers participating	approximate number of students
1.			
2.			
3.			
4.			
other(s)			

(v) Approximately what proportion of the overall student population is participating in I*EARN projects?

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Q4 *Supporting other teachers*

(i) In what ways, if at all, and to what extent, have you assisted in supporting the professional development of other teachers participating in the project?

Extent of support you provided other teachers to assist their participation in the Global Classroom project	considerable	minor	support not given
- being an I*EARN mentor			
- being an Internet trainer as well as an I*EARN mentor			
- coordinating network projects			
- developing professional development materials			
- presenting at meetings of participating teachers			
other(s) (specify)			
-			
-			

(ii) In what ways, if at all, have you assisted teachers NOT already participating in the Global Classroom project to develop a greater awareness of the project and the Internet and implications for the classroom?.....

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Q5 *Strengths and weaknesses of the professional development support for teachers provided in the project?*

(i) What do you consider are the strengths of the professional development support provided in the project?

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(ii) What do you consider are the weaknesses of the professional development support provided in the project?.....

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Q6 *Dissemination*

(i) What, if any, presentations relating to I*EARN projects have been made at local, state, national and international meetings and conferences by yourself (and other teachers in the school) and/or your students

- at local meetings/conferences?

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- at state meetings/conferences?

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- at national meetings/conferences?

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- at international meetings/conferences?

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(ii) What, if any, articles and publications concerning I*EARN activities or issues have resulted from your I*EARN involvement in

- Victorian School News?

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- other print?

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- electronic format?.....

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- the Internet?

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- SOFWeb in association with the global classroom project?.....

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(iii) What collaborative events and activities relating to the Global Classroom project have been organised by your school involving

- other I*EARN schools (not just Global Classroom schools) within Australia and overseas?

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- non-I*EARN as well as I*EARN schools?

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Q8 *Any other comments you would like to make about the Global Classroom Project and its impact on, or the potential for, teaching and learning?*

Thank you for your assistance

A RETURN BY FRIDAY 6 DECEMBER 1996 WOULD BE GREATLY APPRECIATED.

PLEASE RETURN YOUR FORM TO:

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