



Global Learning Initiative through Digital Education for Students



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G.L.I.D.E.S.



Global Learning Initiative through Digital Education for Students



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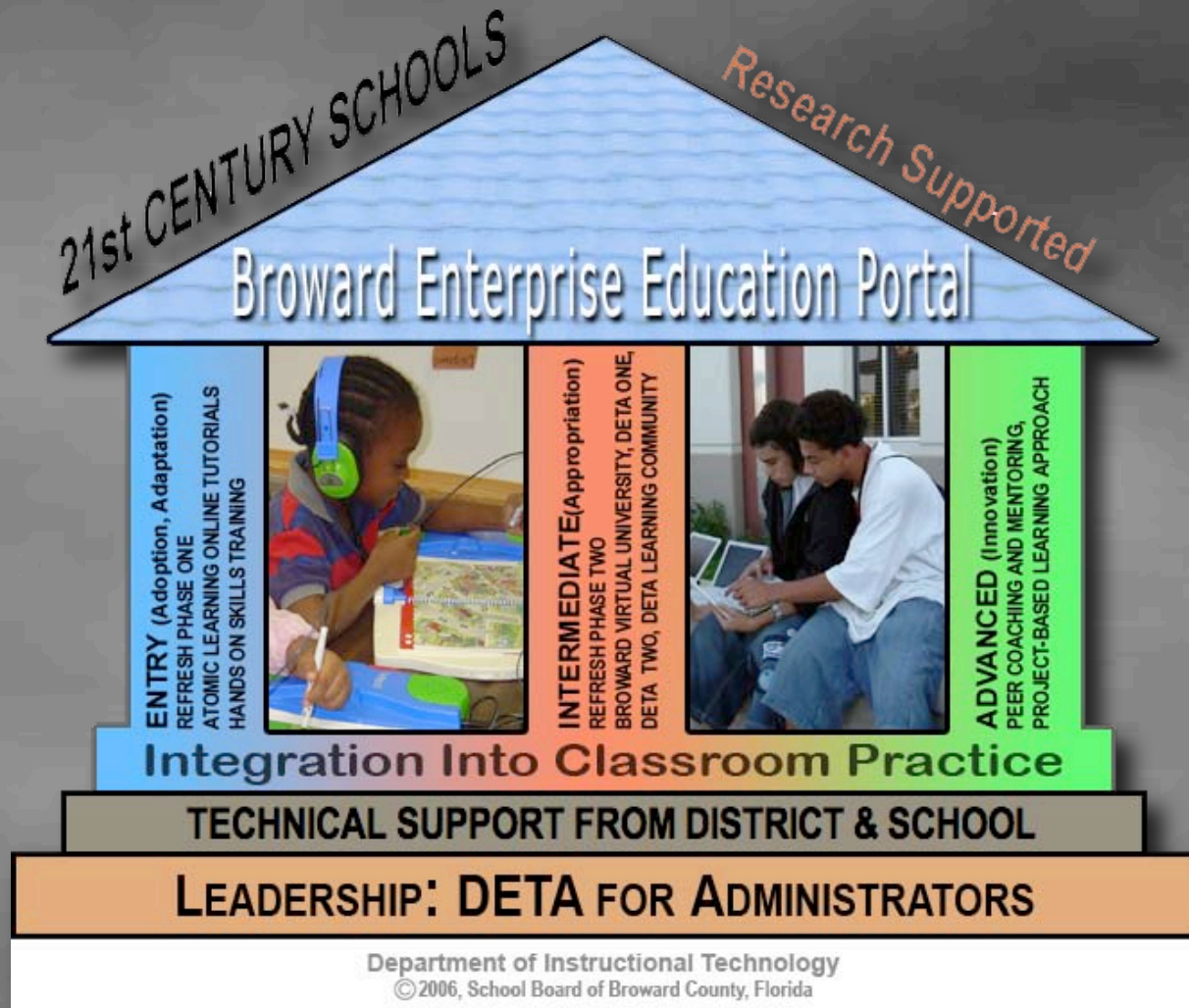


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Global
Learning
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Students

How can the Broward County Public Schools best prepare its students to be successful in the rapidly changing global economy of the 21st century?



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Why Project Based Learning?

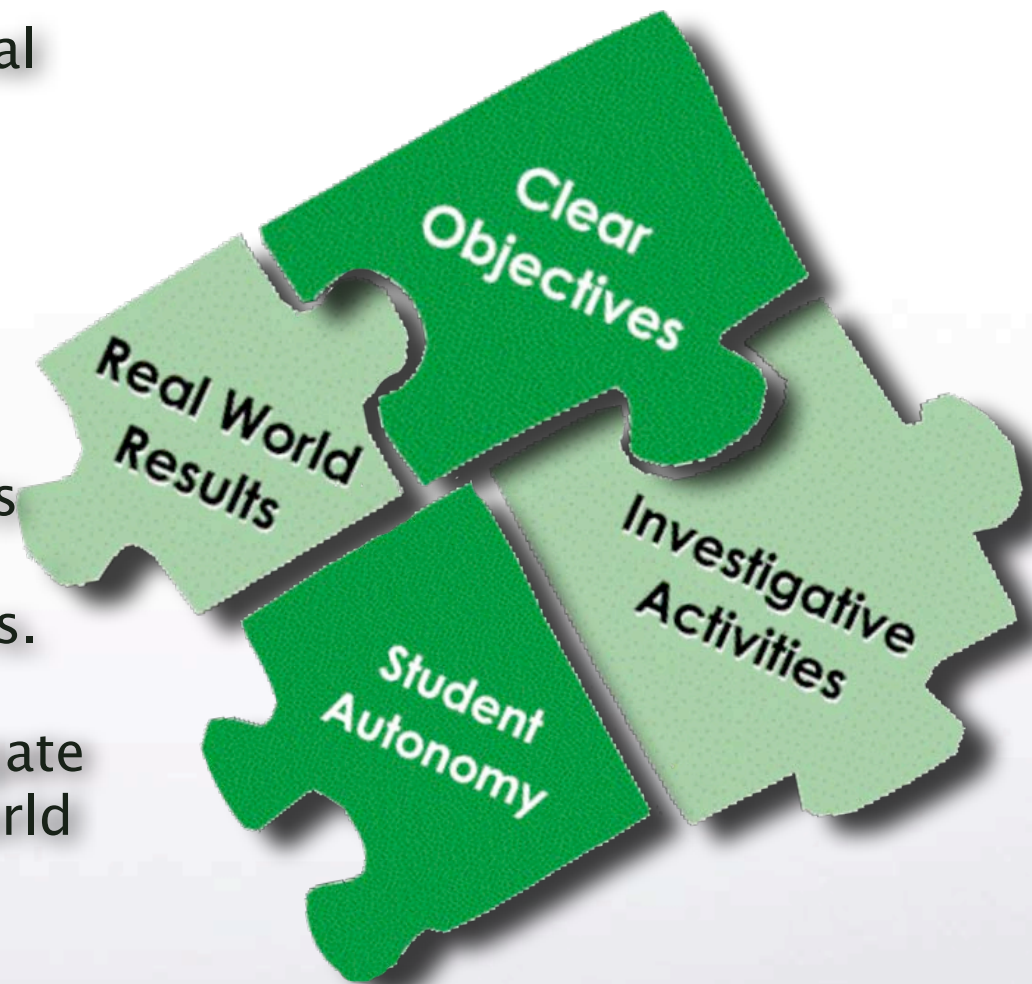


PBL fosters abstract, intellectual tasks to explore complex issues.

PBL is curriculum fueled and standards based.

PBL promotes inquiry. Students are given the autonomy to direct their own explorations.

PBL allows students to investigate issues and topics in real-world problems.





What Does a Project-Based Learning Classroom Look Like?



| Traditional | PBL Classroom |
|---|--|
| Basic Skills | Higher order thinking skills |
| Fixed Curriculum | Flexible Curriculum |
| Textbook & Workbook | Primary Sources and Manipulatives |
| Teacher transmits knowledge to students | Students build knowledge while teacher acts as facilitator |
| Didactic Instruction | Interactive Instruction |
| Finding the "correct" answer | Diverse points of view encouraged |
| Assessment = Testing | Assessment is ongoing, authentic, and performance-based |
| Students work alone | Group Work emphasized |



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GLIDES, provides teachers with high quality standards-based, multi-disciplinary, project-based curriculum incorporating technology into the learning process.

Emphasis is on student collaboration, technology integration, research and authentic assessment of students.

Student work is showcased through a presentation day at the end of the project in which parents and community members are invited.





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Project-based learning
through Technology
Integration



Participating Schools:

- Pompano Beach High
- Miramar High
- Indian Ridge Middle
- Nob Hill Elementary



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Career Network Goes to the Great Wall of China



High School juniors and seniors have taken the Career Network to the Great Wall of China. This project provided students with real-world career skills and experience as students develop a business plan of International economics to enter into the Chinese marketplace. Students show how an understanding of Chinese culture impacts business acumen.

Wednesday, May 10, 2006



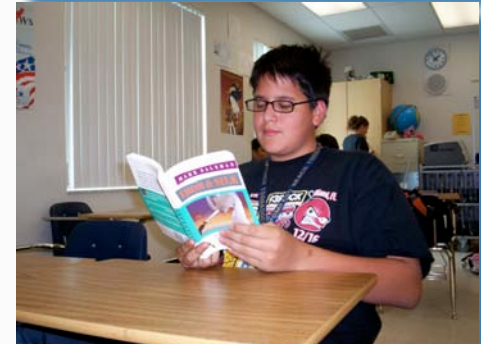


PBHS Goes to the Great Wall of China



Introduction: China Video

| | |
|---|--|
| International Business: Finance and Law | Mr. Oistacher's students produced a Web page detailing trade agreements and business plans |
| International Relations: Cross Cultural Communications | Ms. Burdo's students created iMovies and podcasts highlighting China's culture and history |
| Peer Counseling | Ms. Hanna's students evaluated the current job market, created career plans and designed websites for these international businesses. |
| English Honors | Ms. Turek's students focused its efforts on the marketing and communication aspect of the project: including press kits, photo journaling, scripts, and iMovies. |
| Videos: Skits of "Iron & Silk" | Wrap-up: final Thoughts |



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PBHS "podcast" takes us to the Great Wall of China



Human Relations/Protocol - Jill
Inquiry Based Learning – basic question is **why?**
Why will we learn to develop and practice skills of diplomacy?
Why do we need to study cultural differences? Why is this important?
Why are we studying political ideologies? Will we teach these ideologies or apply them?

Pod Casting
Example Scenario:
An American business person is visiting China for the first time on a business assignment. How does he or she know how to act appropriately? What does he or she wear? What is the appropriate body language? What is the appropriate language to be used? Are there



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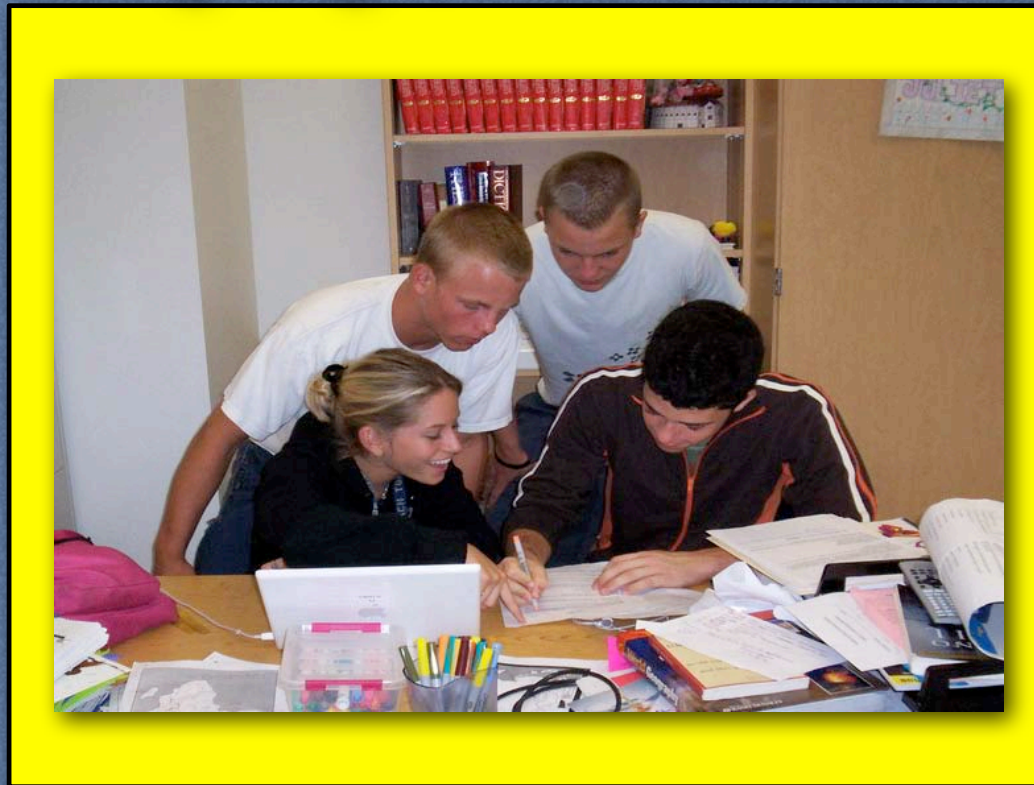




Student Voices



Using Digital Tools in School





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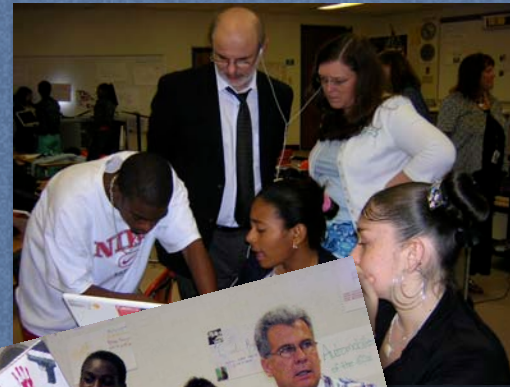


Miramar High School

Students gained new perspectives as they stepped back in time through **The Sixties Project**.

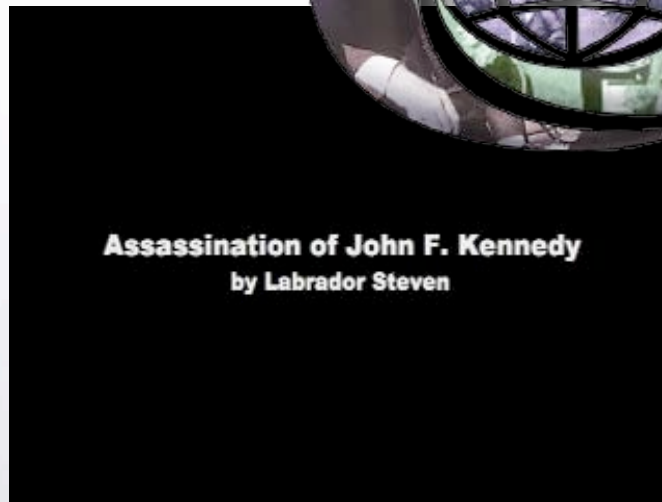
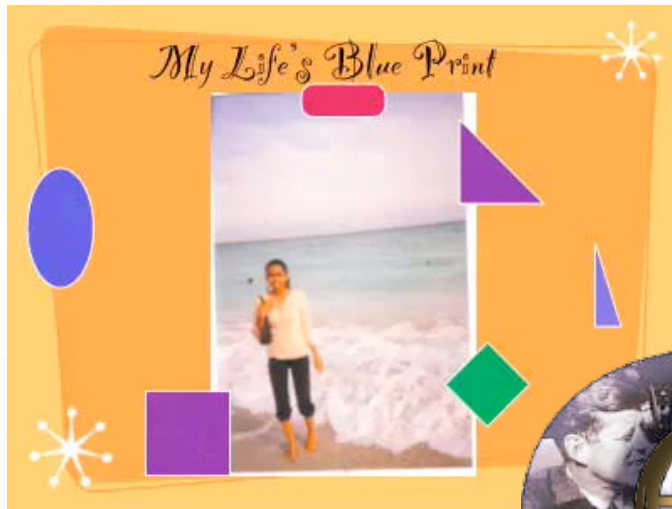
They researched and then infused historical facts, events, literature, and pop culture into rich multimedia presentations. Dig it, man!

May 10-11, 2006





“The Sixties Project”





Project Spotlight





Student Voices



Patience and Pride!

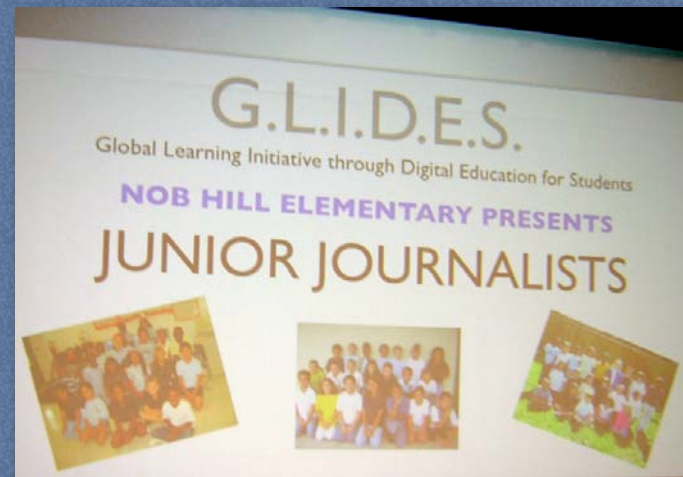




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Nob Hill Elementary

2nd, 3rd, and 4th grade students participated in the Junior Journalists Project with their investigations of the natural Florida environment.



Junior Journalists

Thursday, May 18, 2006





G.L.I.D.E.S. Nob Hill Elementary



2nd grade students produced a magazine using Pages about weather, climate and the water cycle.



3rd grade students published a newspaper on the study of biomes, animals, and plants.



4th grade students presented a newscast about the Everglades and its environmental importance.





Project Spotlight





Student Voices



Teamwork, Technology, & Fun!





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Indian Ridge Middle



Sixth through eighth grade students informed the audience about renewable and nonrenewable energy sources and new energy efficient technologies through web sites, newspapers, movies, commercials, multimedia presentations, and even an interactive game show!

Energy Effect Project

Friday, May 19, 2006





Mr. Haase 8th grade students developed a community that would house one hundred families in the most energy-efficient manner available.

Ms. Lindo's 7th graders produced iMovies and Keynote presentations to demonstrate their knowledge of renewable and non-renewable energy sources.

Ms. Nicholl's 7th graders expanded upon their research skills to develop newspapers and produce commercials on the various energy resources.

Ms. Thompson's 6th grade students creatively presented their study of energy sources with an interactive Jeopardy game, written reports and display boards representing their experiments.





Project Spotlight





Student Voices

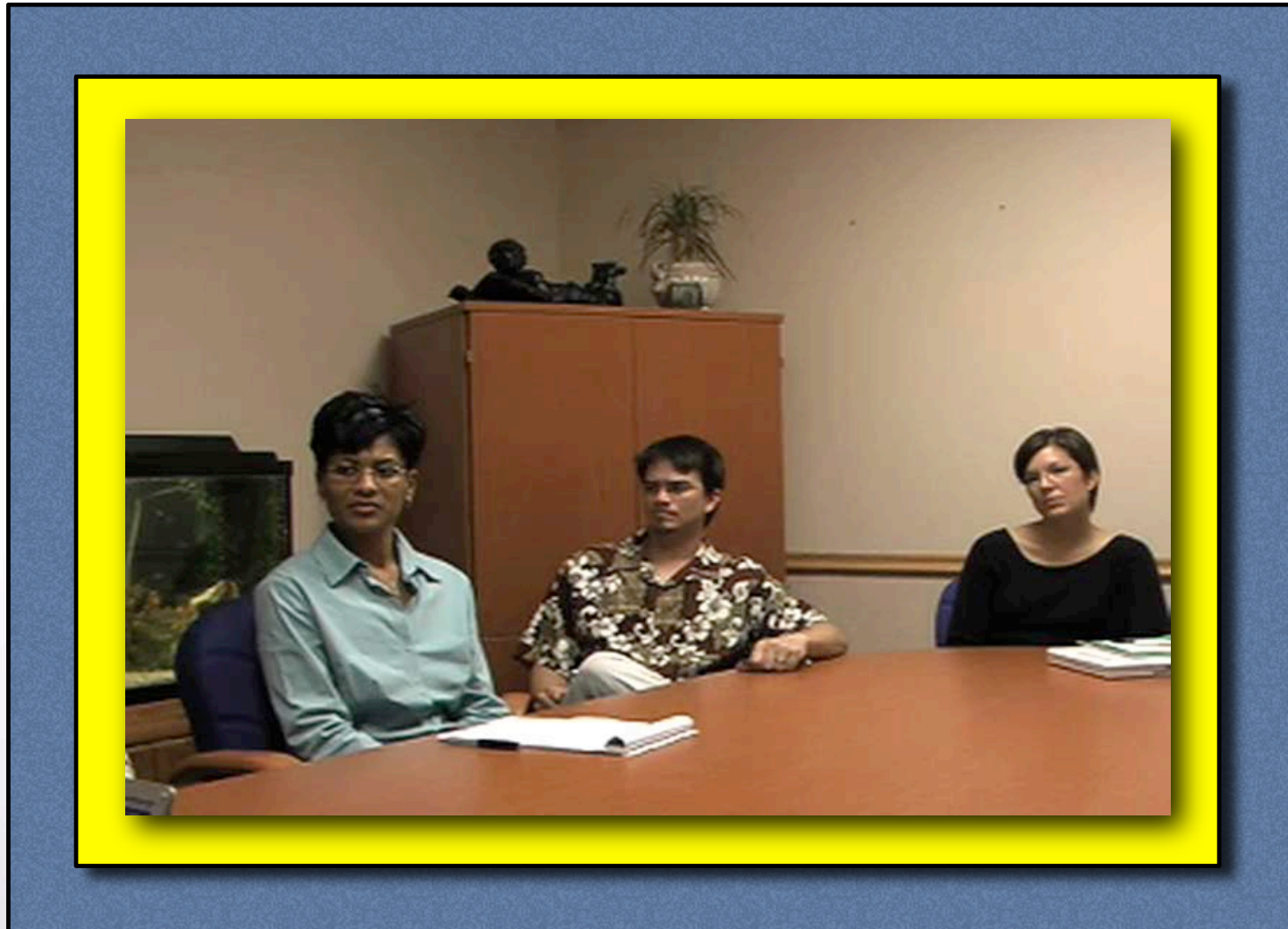


Authentic Experiences





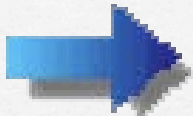
Reflective Conversations



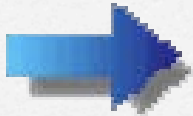


GLIDES Process Checklist

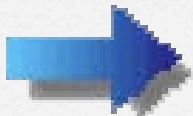
HOW DID WE BEGIN?



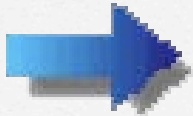
Determine schools



Define a time frame



Assign Consultant team to schools



Administration at targeted schools selects team members based on criteria





GLIDES Process Checklist



Who can participate?

Four teachers representing various curriculum areas, including ESL or special needs, are recommended from each participating GLIDES school.

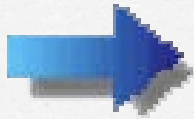
Criteria for teachers:

- DETA trained (preferred)
- Willingness to incorporate project-based learning using technology in the process
- Willingness to work on a multi-disciplinary team

Incentive: iPod for the teacher



GLIDES Process Checklist



Administrators, GLIDES team, Instructional Technologist, Consultants meet

- ✓ Develop Theme or Focus
- ✓ Customize to meet curriculum and student needs
- ✓ Establish a Collaborative Community



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GLIDES Process Checklist

*6 Week
Process*

**Orientation and
Initial Instruction**

**Assess and
Augment Prior
Knowledge**

Research

Collect Data

**Gather
Resources**

Investigate

Synthesize

Construct

Produce

Presentation

**Includes:
Final edits
Rehearsals
Questioning**





Through the Eyes of an Administrator



Digital Fires Burning through a Project-based Approach!



“Commerce in the 21st Century: A Global Perspective”

“Music in Society”

“A Study of Ancient Civilizations”

“got energy?”



“Aviation's Effects on Our Lives”





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This project was implemented in partnership
with JDL Technologies

For more information
please contact:



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