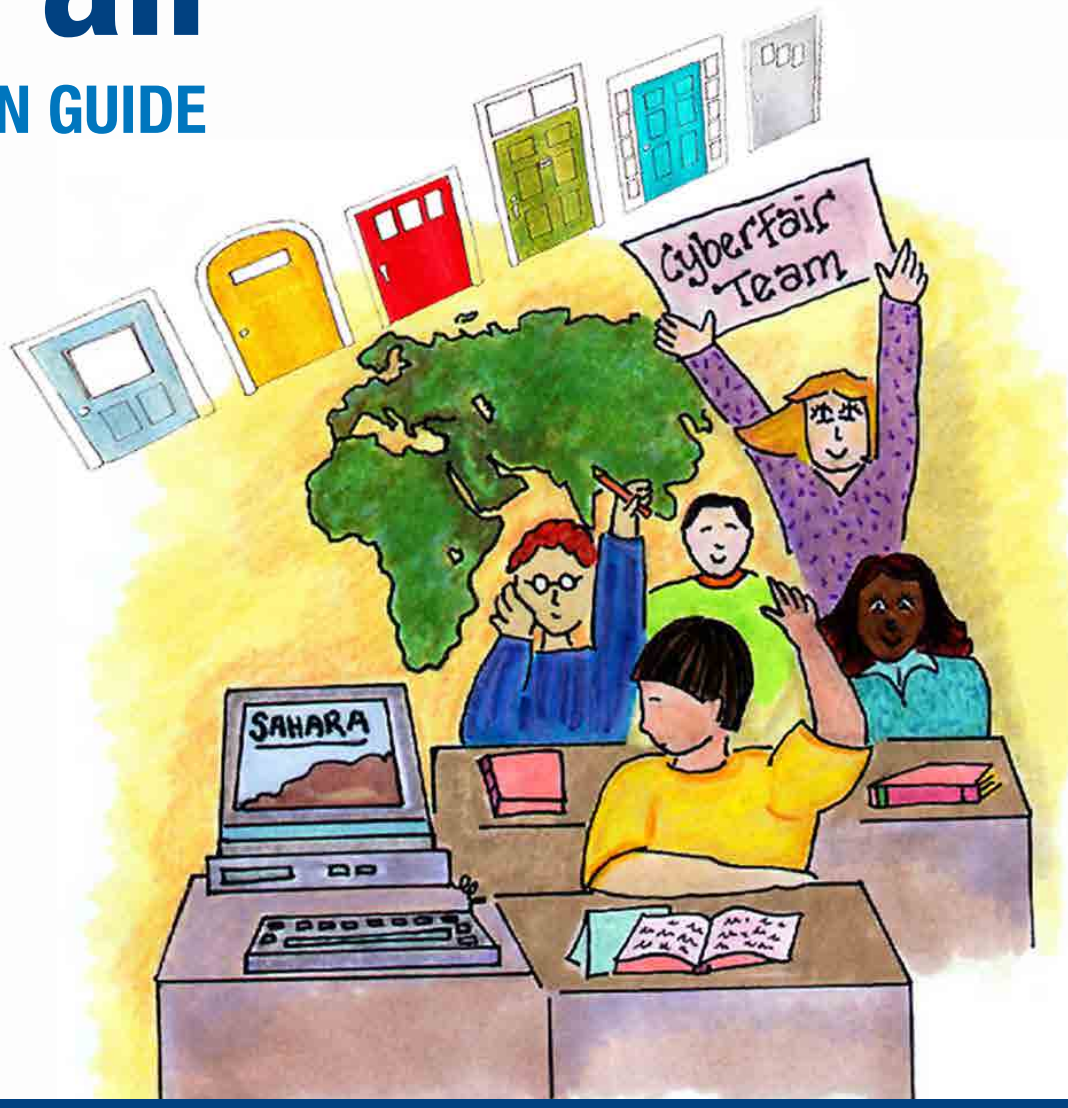
CyberFair©

IMPLEMENTATION GUIDE



Opening the Doors to Collaboration

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Produced by the Education and Youth Working Group
of the US-Russia Social Expertise Exchange (SEE)

CyberFair© Implementation Guide

This guide contains materials developed by the Education and Youth Working Group of the US-Russia Social Expertise Exchange (SEE).

This publication is addressed to school administrators, education thought leaders, organizations, and community-oriented businesses with an interest in implementing CyberFair projects in their community, in support of the new educational standards in Russia and the United States. It reveals new possibilities for collaboration among schools, communities, nonprofit organizations, and businesses.

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IMPLEMENTATION, continued

MORE INFO

RESOURCE

Downloadable version is available at:
http://youth.karelia.ru
http://www.globalschoolnet.org

(VIDEO) Intro to OPENING DOORS to Collaboration (English)
(VIDEO) Intro to OPENING DOORS to Collaboration (Russian)
http://www.openourdoors.com

Contributors from six continents submitted one hundred video clips for this crowd-sourced, collaborative project, transcending geography, language, age, and technology.
Opening Doors Challenge: http://youtu.be/5PugMXdr2Fg

EURASIA FOUNDATION

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CyberFair "Opening the Doors to Collaboration"

"Be an opener of doors." —Ralph Waldo Emerson

"Knowledge is of no value unless you put it into practice." —Anton Chekhov

A priority for the US-Russia Social Expertise Exchange (SEE) Education and Youth working group is to be an "Opener of Doors."

Our members strive to support education projects that have the potential to "open the doors" to a world of collaboration and mutual understanding for Russian and American youth, while supporting national education standards.

Educators must think about the kind of knowledge and skills that will be most useful decades from now, as innovative technologies will continue to change our lives.

It is our shared belief that education has a duty to go beyond memorizing facts and taking tests. Education should help youth to become creative producers of content, as well as responsible consumers of information. When youth participate in learning experiences that connect them to the real world, they develop both a local and global perspective on important issues.

When young people collaborate on authentic projects, they think critically, learn to express themselves clearly, and adapt to changing circumstances. Exposure to new ideas allows youth to be more flexible and tolerant, and apply skills that will enable them to achieve excellence in school, in the workplace, and in life.

We believe that learners should be exposed to the ideas of the "world as a whole" and become engaged in studies that focus on various aspects of human experience, such as language (how people communicate), creativity (how people express their ideas), problem solving (how people find solutions), literature (how people see their own times in the context of the present, the past, and the future), history (how the present has resulted from the past), and politics (how people have organized, been influenced by, and reacted to the power structures of society).

By providing the right inspiration and opportunities, we can help youth to develop communication skills, create multi-cultural understanding, and prepare youth to be productive and compassionate citizens in a globally connected economy.

With these goals in mind, we challenge every student, educator, parent, business, and community member to "open the doors to collaboration" and participate in CyberFair!

SEE Education and Youth Working Group Co-chairs,

Denis Rogatkin, Youth Union Doroga, City of Petrozavodsk, Russia
Yvonne Marie Andrés, Global SchoolNet-iPoPP, United States

Aligning Content Standards & Academic Requirements

Deeper Learning and Analytic Skills: New education priorities, such as the *Next Generation Standards* in Russia and the *Common Core State Standards* in the United States, stress the importance of deeper learning and analytic skills that youth will need to be successful in the future. Rather than simply memorizing facts, students are expected to apply core knowledge and devise solutions to authentic, real-world challenges.

Authentic, Cross-Curricular, and Project-Based Work: New education standards represent a significant change in the way educators teach and how students show what they have learned. The standards require a more authentic assessment system, expansion of interdisciplinary connections, and development of project-based learning that give students opportunities to apply their knowledge in real-world situations. They also introduce new digital assessments and quantitative methods for measuring student performance that are fundamentally different from traditional paper-and-pencil tests.

New Academic Standards: CyberFair supports new education standards because youth are engaged in authentic, real-world learning projects that involve the use of creativity, collaboration, critical thinking, entrepreneurship, presentation, demonstration, problem solving, research and inquiry, peer-to-peer learning, and career readiness. CyberFair participants apply core skills as well as important project management and time management skills that better prepare them for success in school and the workforce.

Career Readiness and Workforce Skills: CyberFair supports career readiness. The Partnership for 21st Century Skills (P21), founded in the USA in 2002, is a coalition of business, community, education leaders, and policymakers advocating for 21st Century readiness in K-12 education. The goal of P21 is to close the profound gap between the knowledge and skills most students learn in school and what they need in typical 21st century communities and workplaces. P21 stresses the importance of core subjects (e.g. reading and language arts, world languages, mathematics, economics, science, geography, history, arts, government, civics), as well as creativity and innovation, critical thinking and problem solving, communication and collaboration, information and media literacy, and career skills.

Read More:

Partnership for 21st Century Learning Skills, http://www.p21.org/our-work/p21-framework
Russian Standards, http://www.dof-edu.ru/ru/materials/russian-federal-state-educational-standards
US Common Core State Standards, http://www.corestandards.org/about-the-standards/

Overview of CyberFair

Community-Based Storytelling: International CyberFair is a blended learning, project-based version of a traditional World's Fair — an international exhibition showcasing the industrial, scientific, technological, business, cultural, and artistic achievements of the participating nations.

Authentic, Real-world Projects: The CyberFair model places strong emphasis on "learning by doing." Applying the theory of constructivism, CyberFair participants construct their own knowledge, and generate meaning from their experiences.

Participants of the CyberFair program:

1. Produce tangible evidence or "artifacts" of what they learned;
2. Reflect and report on their experiences;
3. Share the artifacts with an audience of their peers;
4. Engage in a Peer Review and receive feedback.

Research, Collaboration, and Digital Media Skills: CyberFair incorporates on-site and online collaboration. Working in teams, youth conduct original research and create digital media presentations or "virtual exhibits" (e.g. blogs, websites, videos, podcasts, music, photo galleries) about their community, and share their work online with an international audience.

Reflection, Evaluation, and Recognition: CyberFair requires students to reflect on their own work and to evaluate projects submitted by other teams using a special web-based evaluation tool called a rubric. Recognition is given for the best projects in each of eight categories: local leaders, businesses, community organizations, historical landmarks, environment, music, art, and local specialties.

History of Success: The International CyberFair competition has run annually since 1996, with millions of students participating from 109 countries. Registration begins each October and final projects are due in March. Peer Review takes place in April and winners are announced in May. A library of 3,000+ CyberFair projects is currently available on the Global SchoolNet website.

Complete details and instructions can be found on the CyberFair website.

Read More:

Constructivist Learning, http://www.instructionaldesign.org/theories/constructivist.html
International CyberFair, http://www.globalschoolnet.org/gsncf
Project-based Learning, http://bie.org/about/what_pbl
World's Fairs and World Expositions, http://en.wikipedia.org/wiki/World%27s_fair

CyberFair Community Categories

CyberFair categories focus on important aspects of a community, and align with essential knowledge and skills that students are expected to learn. CyberFair teams are tasked with producing a digital project (e.g. website, blog, video, podcast, song) that documents and showcases a topic of their choice within one of the following eight main categories:

CATEGORY 1: Local Leaders
http://www.globalschoolnet.org/gsncf/categories/cat1.cfm
- Contributions of famous or important people in your community (e.g. politicians, authors, artists, musicians, sports figures)

CATEGORY 2: Community Groups and Special Populations
http://www.globalschoolnet.org/gsncf/categories/cat2.cfm
- Unique, interesting or specific community populations

CATEGORY 3: Businesses and Organizations
http://www.globalschoolnet.org/gsncf/categories/cat3.cfm
- Businesses or organizations (e.g. Chamber of Commerce, City Hall, hospitals, banks, libraries, Boys & Girls Clubs, civic clubs, stores, shops)

CATEGORY 4: Local Specialties, Sports, and Health
http://www.globalschoolnet.org/gsncf/categories/cat4.cfm
- Specialties and unique items or things produced, grown, or raised in your community (e.g. crafts, foods, produce, flowers, animals)
- Sports, games, or health programs (e.g. surfing, skiing, rock climbing, jump rope jingles, sporting events, health awareness, substance awareness programs)

CATEGORY 5: Local Attractions (Natural and Man-made)
http://www.globalschoolnet.org/gsncf/categories/cat5.cfm
- Natural and man-made attractions (e.g. rivers, oceans, mountains, museums, zoos, parks, campgrounds)

CATEGORY 6: Historical Landmarks
http://www.globalschoolnet.org/gsncf/categories/cat6.cfm
- Historical landmarks (e.g. missions, churches, battlefields, architecture, street names)

CATEGORY 7: Environmental Awareness and Issues
http://www.globalschoolnet.org/gsncf/categories/cat7.cfm
- Environmental concerns or special efforts to promote a sense of awareness and action (e.g. disaster preparedness, floods, earthquakes, hurricanes, beach erosion, solid waste management, water, air, noise pollution)

CATEGORY 8: Local Music and Art Forms
http://www.globalschoolnet.org/gsncf/categories/cat8.cfm
- Music and musicians, and artistic and cultural forms that are important elements of a community's experience (e.g. dance, festivals, songs, ceremonies, sculpture, painting, crafts)

How CyberFair Helps Youth, Schools, NGOs & Communities

Community and Youth Engagement: In a world that often seems too big to comprehend, International CyberFair offers a remarkable opportunity for young people to use the Internet to bring their community closer to others — and to expand their own experiences.

Blended Learning and Collaboration: CyberFair involves offline and online learning activities that empower students, teachers, schools, youth organizations, and local communities to share resources, establish partnerships, and work together to build strong and supportive relationships. Through collaboration and knowledge-sharing, youth learn about the needs of their community, the challenges their local leaders face, local job opportunities, and also deepen their understanding of their community history and culture.

Youth can act as student ambassadors by working with local leaders, local artists, local businesses, and the entire community to show the world what is special about *their* place. For example, youth can meet local artists and musicians, interview them, tape their music, photograph their art, thus showing the world their community's cultural heritage. Students can collaborate with local civic organizations, chambers of commerce, farmers, or business leaders to show the world the things they make and grow.

Preserving Best Practices and Promoting Exemplary Models: CyberFair benefits individual participants personally, while contributing to the greater community. Exemplary models are preserved and an institutional history is created about the special people and programs in participants' own local communities. These models serve as benchmarks, best practices, and inspiration for future projects.

Thinking About the Future: Youth participating in CyberFair learn what it means to be part of a community — both locally and globally. Youth are challenged to prepare for the future by thinking about their own future plans, the conditions that will affect the future of their community, and issues of global importance.

Opening Doors: Schools and youth organizations from around the world are encouraged to "open their doors" to understanding by participating in CyberFair.

Read More:
(VIDEO) Intro to OPENING DOORS to Collaboration, http://www.openourdoors.com
Futures Education, http://www.teaching4abetterworld.co.uk/futures.htm

Service Learning and Youth Volunteerism

The "Open Doors" project, implemented by the Education and Youth working group of the US-Russia Social Expertise Exchange (SEE), provides a unique opportunity to "open the doors" and exchange ideas on topics of mutual interest — such as youth volunteerism and service learning.

Service learning is a teaching and learning strategy that integrates meaningful community service with academic study and reflective practice. It aims to enrich learning, build civic engagement, and strengthen communities.

Service Learning and Youth Volunteerism: Service learning and youth volunteerism programs can be found in every country around the world. Youth who participate in these projects are more likely to feel connected to their communities, perform better in school, and feel empowered to become "agents of change." Communities enjoy more than financial benefits when youth contribute to service projects. When youth volunteer, they tend to continue volunteering as adults. The community gains a generation of young people who care about where they live and are willing to make a commitment to improvement.

In the United States, service learning combines academic coursework with some sort of voluntary service provided to the community. In 2006, the Community Service Learning Advisory Council reported that "one-third of all public schools and half of all high schools use service learning." Campus Compact, an association of 1,200 American higher education institutions, reports that 95 percent of its members offer service-learning courses (2012).

In Russia, while service learning is not common, there are numerous programs that support and promote youth volunteerism. Programs help participants learn the basics of volunteer activities, teamwork, conflict resolution, working with the media and fundraising, and project implementation.

Read More:

International Center for Service-Learning in Teacher Education, http://educationprogram.duke.edu/ICSLTE
National Service-Learning Clearinghouse (NSLC), http://gsn.nylc.org/
Service Learning, http://www.educationreporting.com/resources/CLP_Billig_article.pdf
Vector of Volunteerism Web-portal, http://www.kdobru.ru (Russia)
Volunteerism Development Centre, http://dobrocentr10.ru (Russia)

Introducing CyberFair at Your Location

Typically, a teacher, a parent, a school administrator, a business leader, or a community member introduces CyberFair to a local school or organization.

The best way to get started is to:

- Schedule a one-hour meeting.
- Send an invitation to all potential contributors and participants.
- Create a brief slideshow presentation that explains how CyberFair works and the benefits of participating.
- Show some of the existing CyberFair videos.
- Show and discuss some of the past CyberFair projects.
- Have a group discussion to define the scope of the project and to answer questions, such as:
  - Who will serve as project leader?
  - During what time frame will the project take place?
  - What will the topic be?
  - Who else should be invited to contribute?
  - What tasks are involved (e.g. research, interviewing, writing, videotaping, video editing, photography, image-editing, web publishing)?
  - What are the benefits of a CyberFair project for students, organizations, and communities?
  - What technologies and tools will be used?
  - How will the students be evaluated?
  - Will there be any prizes or incentives offered?
  - How will the completed project be shared with the community?
- Create a project plan and a timeline.
- Send periodic updates to participants via email (typically weekly).
- Schedule periodic follow-up meetings to monitor the progress of the project.

Organizing a CyberFair Team

CyberFair is a collaborative project with teams comprised of a variety of people who contribute to a single CyberFair project. Teams typically consist of students, teachers, parents, mentors, and community members.

The number of team members can range from two to hundreds. Part of the learning experience is for the organization to come to a consensus in choosing the team members, a project topic, the scope of the project, and a realistic work plan.

Teams can be formed through a site advisory committee (be sure to include the appropriate administrator), Student Associations, Parent Teacher Organizations, after school or school enrichment programs, Community Technology Centers, Boys & Girls Clubs, and libraries.

Within schools and organizations, participants can be grouped in a variety of different ways, based on defined purposes and curricular needs. Below are some examples:

Individual Classrooms or Community Organizations

- Students from one class within a school or organization conduct all of the project activities with the teacher serving as the project leader

Vertical Teaming

- Students from one subject area across several grade levels participate. For example, 7th, 8th, and 9th grade Language Arts classes from one school or organization contribute, or 4th, 5th, and 6th grade Social Studies classes from several schools or organizations contribute. One teacher may lead the project from each grade level or school, with one overall designated facilitator or team leader

Horizontal Teaming

- Students from the same grade level participate. For example, all 10th grade classes in the school participate, with one teacher serving as a designated facilitator, or all 9th grade students from several schools participate with a designated team leader

Special Populations

- Students from one special population (e.g. student council, academically gifted, special needs, independent study) within the school or organization participate. Alternatively, groups from several populations work together to contribute to the project, with one teacher serving as a designated facilitator or team leader

Selecting a Research Topic Within a Category

CyberFair categories are intentionally broad and focus on important aspects of any community, as well as align with essential knowledge and skills that students are expected to learn. Discussion questions, starter activities, and past project examples are provided for each of the categories.

Once you review the main category options, you can choose the category that best fits your project idea and then define a research topic.

Steps for selecting a category and defining a research topic:

1. Meet with your team to review and discuss the main CyberFair category options to determine the category that is the best fit for your students, school, or organization.
2. Select one of the main category options for your project.
3. Define a research topic idea for your project that fits within that category.
4. Determine the information that you must collect to produce a digital project that supports your research topic (e.g. website, blog, video, podcast, song, interview).

Click links for more details about each category:

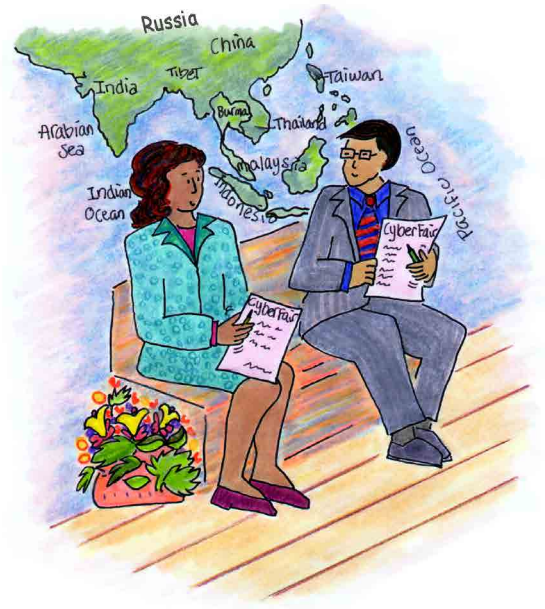
- CATEGORY 1: Local Leaders
- CATEGORY 2: Community Groups and Special Populations
- CATEGORY 3: Businesses and Organizations
- CATEGORY 4: Local Specialties, Sports and Health
- CATEGORY 5: Local Attractions (Natural and Man Made)
- CATEGORY 6: Historical Landmarks
- CATEGORY 7: Environmental Awareness and Issues
- CATEGORY 8: Local Music and Art Forms

Defining the Project Scope

When it comes to project planning, defining the Project Scope is the first important step. Defining the Project Scope can be compared to designing a house, where you must decide how big the house will be and how many rooms the house will have.

The Project Scope identifies the project goals, deliverables, and constraints and is the basis for the Project Plan discussed on the next page (e.g. resources required and amount of time needed to accomplish those goals).

Team members should work together to define the Project Scope so that you can allocate tasks and give team members the direction they need to deliver the project on time. When defining the Project Scope, it is best to specify the minimum results that you want to achieve.



TIP: The biggest mistake that teams make is to be too ambitious and attempt to accomplish too much. If you find yourself with extra time or resources, you can always add to your project.

Project Scope Item:		Examples:
Project Goal Description – a brief project overview; the story you are telling.		• The goal of our project is to showcase local leaders who are doing good things for our community.
Project Deliverables – a list of results that will be produced by the project.		• We will conduct four or more video interviews with leaders and post the videos online. • We will make video and slide presentations for the School Board and City Council.
Project Constraints – a list of needs, limitations, or challenges (such as time frames, resources, and physical or technical constraints).		• We have a total of six weeks to complete our project; we will lose one week due to testing. • We must reserve computer time in the media center to do research and edit our videos. • We will need a video camera, a high quality microphone, camera lights, and a tripod. • We must find someone with video editing knowledge to mentor us.

Creating a Project Plan

Creating a detailed Project Plan provides the guidelines you need to ensure that you have the time and resources you need to complete your project. The Project Plan should include:

A. Resources Needed: What resources are required to complete your project?

Examples:

People Resources		Make a list of everyone who will be involved in the project, including administrators, tech support, mentors, community members, parents, etc.
Technology Resources		Decide what kinds of technology you will use (e.g. phones, cameras, computers, microphones, video editing software, web hosting, social media).
Other Resources		List any other resources you might require (e.g. transportation to locations, permission to use images or music).

B. Risk Analysis: What might possibly go wrong? If so, how will you handle the situation?

Examples:

Computer or Internet connection stops working.		We can use computers at the media center or city library. We will keep back-up copies of all our work.
Team member drops out, gets ill or moves away.		We will assign a minimum of two people for each job.
Unexpected weather conditions (e.g. snowstorm, hurricane, flood) as well as possible scheduling conflicts (e.g. testing times and vacations).		We will budget additional time to complete each task and to allow for unanticipated issues. We will work on the most important parts of our project first.

C. Evaluation and Assessment: How will the success of your project be evaluated?

Examples:

Self-Assessment		How will students assess their own projects? What will make them feel that they did a good job and accomplished their goal?
Teacher Evaluation		How will you evaluate the projects (e.g. oral presentation, written reports, group feedback)?
Community Feedback		How will others evaluate your project (e.g. social media comments, news coverage, Peer Review scores)?

Establishing a Timeline

Time Management: Time management is often cited as the biggest obstacle to project-based learning. The best way to establish a realistic timeline is to work backwards from the date that the project is due and estimate the amount of time participants can devote to each activity. This process will help determine the start date.

Estimating Time: Estimate the approximate amount of time you think will be needed for tasks within each phase and set milestones for completing those tasks. In your planning, be sure to include events such as vacations, testing schedules, and possible weather concerns that could be a factor. Keep in mind that typically there are multiple team members who are doing the work and whose schedules must be coordinated.

Keep a Log: Each team member should keep a daily or weekly log of their time and their activities. The project leader should review this information and adjust the Project Scope, if needed.

The table below is an example of estimated time needed for each phase of the project, based on a 2-3 member team. For additional team members, you would increase the estimated time.

Phase and Tasks (Estimated time needed)		**Entire Project**	**Weekly**	**Daily**
Planning and preparing (e.g. notifying parents, organizing your team, deciding on the topic)		2 weeks	8-10 hours	1-2 hours
Doing original research and collecting assets (e.g. images videos, interviews)		3 weeks	10-15 hours	2-3 hours
Telling the story (e.g. web, video, blog, narrative)		2 weeks	10 hours	1-2 hours
Evaluation and assessment		2 weeks	10 hours	1-2 hours
Outreach and sharing		2 weeks	10 hours	1-2 hours
Other (e.g. grant writing future projects)		variable	variable	variable
Estimated Total		11 weeks	55 hours	11 hours

Preparing Students (Acceptable Use Policy)

Digital technologies have become an integral part of teaching and learning throughout the world. Technology can provide new opportunities for interaction, research, and creativity. When youth are involved in e-learning projects, it is important that they understand the importance of being good "digital citizens."

An Acceptable Use Policy will explain acceptable behavior and the consequences for inappropriate online behavior, unauthorized use, or safety violations. (*See Sample Acceptable Use Policy).

It is highly recommended that educators, parents, and project leaders:

1. Review the school or organization's policy for publishing student work online;
2. Provide students with acceptable use training and have on file an acceptable use form that is signed by a parent or legal guardian;
3. Ensure that students are aware of the consequences if rules are not followed;
4. Send a letter of introduction to parents with information about the project (**See Sample Parent Letter*);
5. Provide parents with the CyberFair online link (http://www.globalschoolnet.org/gsncf) and encourage them to review the CyberFair website with their children to familiarize themselves with the project;
6. Have a discussion with students about the rules and expectations for online conduct. For example, students should be aware that their postings and communications shall not:
   a. Contain language or content that may be offensive to other users
   b. Make personal attacks on other people, organizations, religions, or ethnicities
   c. Be false, inaccurate, fraudulent, or misleading
   d. Harass another person (e.g. using the Internet in a manner that bothers or annoys that person)
   e. Forward personal communications or personal contact information without the author's prior consent
   f. Infringe upon any copyright, patent, trademark, trade secret, or other proprietary rights or rights of publicity or privacy
   g. Violate any law, statute, ordinance, or regulation.
   h. Contain any viruses, Trojan horses, worms, time bombs, cancelbots, or other computer programming routines that are intended to damage, detrimentally interfere with, surreptitiously intercept, or expropriate any system, data, or personal information

Read More:

Digital Citizenship, http://www.digitalcitizenship.net/Nine_Elements.html

Sample Acceptable Use Policy, http://www.bascom.com/pdf/BASCOM_cipa_usage_policies.pdf

Preparing Students (Copyright & Citations)

Since students spend time online for learning, civic engagement, shopping, entertainment, and working, it is important that they understand their responsibilities under copyright law and how the law affects creativity and innovation.

All content and information (including writing, artwork, images, music, and video) that is not the original work of students must be cited. This includes information taken from books, newspapers, television, websites, etc. According to Duke University's copyright experts, anything that is "fixed in a tangible means of expression" has a copyright by the originator, whether or not it has been registered. Ideas and facts cannot be copyrighted.

Copyright and Fair Use

The United States copyright law allows for "fair use" which is determined by considering four factors: its intended use, the nature of the work, the amount being used (including whether or not even a small part constitutes the heart of the work), and the effect on its marketability. In the US, teachers have quite a bit of leeway in using copyrighted work in instruction. This is not the case internationally, and users should review the laws in their own countries. Such laws may be called "fair dealing." Users should always comply with the copyright laws of the country from which the work in question originates.

Content Citations, Creative Commons, and Referencing

Everything included in student (and teacher) work that was created by someone else must be cited. Students would not like their work to appear in someone else's document, web page, musical composition, film, etc., without citation; citing is a sign of respect, as well as an indication that good searching has occurred, which enhances the production. Creative Commons has emerged as a means by which creators of material can license their work for different kinds of use up front, making it obvious who holds copyright and how the work can be employed. See the website for more information and descriptions of the various licenses. See the "Son of Citation Machine" website for specifics about ways of citing work in different styles (e.g. Modern Library Association (MLA), American Psychological Association (APA)).

Read More:

Copyright Frequently Asked Questions, http://www.teachingcopyright.org/handout/copyright-faq
Copyright Flow Chart, http://www.techlearning.com/Default.aspx?tabid=67&entryid=8017
Son of Citation Machine, http://www.citationmachine.net/mla/cite-a-book
Creative Commons, http://creativecommons.org
US Copyright Law: Copyright Basics, http://www.copyright.gov/circs/circ01.pdf
Russian Civil Code: Copyright (English), http://www.rupto.ru/rupto/nfile/3b05468f-4b25-11e1-36f8-9c8e9921fb2c/Civil_Code.pdf
Russian Civil Code: Copyright (Russian), http://base.consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=148685

Conducting Research and Collecting Content Assets

You will want to review the project goals with students to determine what valuable content assets to collect, including written information, images, original artwork, and video, to make their project educational and interesting. Suggest that students always validate the authenticity and credibility of information before including it in the project. Remind them that not all content found online is reliable or useful. Also, prompt your students to ALWAYS properly cite the source of their information. (**See Preparing Students: Copyright and Citations*). Consult with students to determine which team members will be responsible for collecting what type of information.

Online: Students can find information online by conducting a web search to discover what information is available about their topic and the community.

Library: Students can visit the school or local library to explore their collection of books and documents that relate to their topic.

Live Interviews: Students can conduct live interviews with parents, school, and community members who are knowledgeable about the topic they are researching. Be sure to have students ask the interviewee for permission to cite them as a source on the project website.

TIP: Always ask the correct spelling of the interviewee's name and their title. Prepare a list of sample interview questions, which might include:

- How long have you worked at [ORGANIZATION]?
- What inspired you to work at [ORGANIZATION]?
- How does working at [ORGANIZATION] impact you?
- What is the most rewarding part of working at [ORGANIZATION]?
- What is the most challenging part of working at [ORGANIZATION]?
- In what ways can the public help [ORGANIZATION]?

Field Visits: Students can take a field trip to local points of interest that relate to their research—museums, historical landmarks, businesses, etc. Encourage them to take lots of notes, capture what they learned with a digital camera or video recorder, and record names of people interviewed.

Media Contributors: Students can inform journalists from local television stations, radio stations, newspapers, and school publications about the project, and ask their contacts to report to the public that students are seeking information and content contributions.

Social Media: Participants can post information about their project on the school website and other social media sites (e.g. Facebook, Twitter, YouTube, LinkedIn) to let people know they are seeking information and content contributions.

Original Content: Team members can include original content that they have created, such as surveys, games, editorials, artwork, music, photos, or video.

Organizing Information for Online Sharing

Selecting Essential Content: It is common to collect much more information than you can include in your project. Therefore, team members must work together to select the content assets that they think are the most valuable, most interesting, and most entertaining so that they can accomplish their goals and represent the story of the project.

Organizing Content: Online project content and information should be organized for public viewers who know nothing about CyberFair or your project.

A compelling online project informs and engages viewers, and is easy to navigate.

- The first page or "home page" of the online project (or video description) should capture the attention of the viewer and explain the purpose of the project.

  TIP: Every web page should link back to the home page.

- Be brief. Few people want to read pages and pages of text. Only include the main points about your topic, and include links to additional information.

- Include contact information that will allow viewers to get involved with the project.

  TIP: Create a web form that enables people to join a mailing list or request more information about your project.

Sharing Online: There are many free and low cost websites where students can publish their project online.

TIP: Select an online publishing site that is approved for educators and does not display advertising.

Quality Assurance: Since the project will be seen by many people, it is important to make sure that the information is accurate, words are spelled correctly, and all technical aspects work (e.g. web links, videos).

TIP: When possible, view your online project using different web browsers and using different computer operating systems (Macintosh and Windows), smart phones, and tablets.

Students can use "peer review" and act as editors for each other's writing, photographs, videos, and music. All content must be properly cited.

Read More:
CyberFair Evaluation Criteria, http://www.globalschoolnet.org/gsncf/rubric/evalrubric.cfm

Designing and Publishing Digital Media

The best educational online projects have a purpose, tell an interesting story, contain accurate information, and increase in value with use over time. There are many things to consider when producing a digital media project, such as aesthetic design, type of content, amount of content, navigation structure, copyright permissions, and technical performance. The following are suggestions to keep in mind to help your students begin designing quality educational web projects.

A. Every page should include:
   1. Proper use of language, spelling, punctuation, and grammar
   2. Link back to the Home page
   3. Main navigation buttons
   4. Link to the copyright credits, citations, and bibliography
   5. Link to Terms of Use
   6. Link to contact information
   7. Date the page was last updated

B. The first page (home page) should include:
   1. Title of the project
   2. Brief summary description detailing the purpose of the project (2-3 sentences)
   3. Brief description of the intended audience (1-2 sentences)
   4. Optional: Include images and other media that invite further exploration of the topic

C. Every content page (2 or more—include as many as necessary) should include:
   1. Page title
   2. Brief description telling what the page is about
   3. Accurate content that supports the purpose of the web project
   4. Link to citation of sources and/or bibliography
   5. Images or other media that support the content

D. Mandatory project information page should include:
   1. Contact information (e.g., web form, email, phone, fax, mailing address)
   2. Copyright credits (lists people who contributed to the project)
   3. Citation of sources or bibliography (including images and music used)
   4. Invitation to provide comments, feedback, or questions from web visitors

E. Optional pages (listed in order of importance) might include:
   1. FAQs (Frequently Asked Questions)
   2. Related links and resources for more information on the topic.
   3. Site index (listing of contents) or site map (visual display of contents)
   4. Tour of the site
   5. Multimedia content (e.g. videos, podcasts, animations, simulations).
   6. Social media contacts (e.g. Twitter, Facebook, YouTube)

Reflection and Writing the Project Narrative

The Project Narrative is designed to be a valuable chronicle of the project for students, parents, administrators, and members of the community. It explains the process and tells the behind-the-scenes story about how the project was organized.

The Project Narrative documents the project's impact upon student learning and the impact within the community. It is an opportunity for participants to reflect upon their accomplishments and document the achievement of the goals stated in the Project Plan.

In the Project Narrative participants describe their local community, team members, the significance of the project, the technologies used, the challenges they dealt with, and other things that help viewers understand and appreciate the efforts and accomplishments in putting the project together.

Writing the Project Narrative as a collaborative group involves:

- Discussing each section with participants
- Brainstorming ideas and wording
- Assigning a small group of students to create a draft
- Discussing their draft with the larger group until a consensus is reached about revisions, and then having another group complete the Project Narrative form

Sample Project Narrative questions: http://www.globalschoolnet.org/gsncf/narrate.cfm

TIP: Complete sections of the Project Narrative as work on the project progresses, rather than waiting until the end. This will help you recall specific details to include in your report.

International CyberFair Competition: The CyberFair model can be used as a stand-alone activity for your classroom, school, organization, and community. If you want to give your students an international experience, you can submit your project to the International CyberFair competition.

The Project Narrative will provide important information about the project to the judges and other viewers of your students' site. A good Project Narrative clearly shows how the project meets or exceeds objectives for the CyberFair category in which it is entered.

The Project Narrative must be submitted online to International CyberFair competition and can be accessed in the CyberFair Checklist.

Read More:
CyberFair Project Narrative, http://www.globalschoolnet.org/gsncf/narrexplain.cfm

Preparing for Peer Review

Peer Review: Peer Review is the evaluation of work by people of similar competence to the producers of the work. The Peer Review process allows students to share their creative work with peers for constructive feedback, and use this feedback to revise and improve their work.

Benefits of Peer Review: Since deep learning requires students to critically evaluate all types of information resources around them, the Peer Review portion of CyberFair gives teachers an excellent opportunity to help students learn evaluation skills, offer productive feedback, accept constructive criticism, and master revision. Incorporating Peer Review into learning can help students become better writers, readers, and collaborators. It provides learners with significant feedback, and gives them an immediate and present audience.

In addition, the skills practiced in Peer Review are also invaluable work skills that youth will eventually use in their careers to support co-workers who are designing new products and programs, for example. Providing feedback and constructive suggestions for improvement, and the ability to interact with people from different backgrounds and points of view are essential life skills.

Peer Review and CyberFair: Global online projects like CyberFair broaden the concept of "peers." Peer Review is a very important part of the CyberFair program because students get a deeper understanding of how other projects were produced -- and realize that their feedback is significant, constructive, and real.

Preparing Students to Conduct a Peer Review: CyberFair competition participants are required to use a "rubric" to evaluate and submit reviews on other CyberFair entries (in categories different than theirs). Scoring rubrics are used to delineate consistent criteria for evaluation. To prepare students, we suggest that as a group, you and your students:

- Discuss the purpose of assessment and evaluation
- Discuss what a numeric rubric is and how it works
- Print a copy of the evaluation rubric and give each student a copy
- Explain and discuss the meaning of the evaluation criteria with your students
- Practice: Have students use the evaluation rubric to evaluate their own project
- Engage in more practice: Use the evaluation rubric to review previous CyberFair projects

TIP: Each review should take about one hour, so allow enough time for students to do a good job. Do not wait until the last minute, as there are always unexpected technical problems.

Read More:
CyberFair Peer Review, http://www.globalschoolnet.org/gsncf/rubric/
Sample CyberFair Rubric, http://www.globalschoolnet.org/gsncf/rubric/evalrubric.cfm
More About Rubrics, http://www.tltgroup.org/resources/flashlight/rubrics.htm
Understanding Rubrics, https://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm

Conducting the Peer Review

Teams who agree to officially register their projects in the CyberFair competition will be sent six other projects to review via email. Assignments can also be accessed online by logging into your personal CyberFair checklist and timeline at http://www.globalschoolnet.org/gsncf/timeline.cfm

- Only registered CyberFair participants and approved volunteer reviewers may submit CyberFair evaluations.
- You may submit only one evaluation for each project. This means that teacher and students must collaborate on the review and reach a consensus on the scores. Many teachers report that students learn more from participating in the Peer Review than any other aspect of CyberFair.
- There are no anonymous reviews. The projects that you review will see your scores, your comments, and your email address. Therefore, your students must be prepared to answer questions about their scoring judgments. This process will help your students to understand the need for integrity and to accept responsibility.

Evaluation Criteria: The CyberFair Peer Review Evaluation Rubric is divided into six sections, labeled from "A" to "F" and grouped into three major categories (Theme, Content/Organization, and Technical). This scoring method requires students to pay equal attention to all three categories. (See sample below).

I. CyberFair Theme (10 points)	
A. Fits CyberFair Theme	10 points
II. Content/Organization (15 points)	
B. Ideas and Content	5 points
C. Organization	5 points
D. Language Conventions	5 points
III. Hypermedia/Technical (10 points)	
E. Presentation	5 points
F. Technical	5 points
Maximum Score: 1500 points (10 X 15 X 10 = 1500)	

Strategies for Conducting Peer Review:

- Duplicate and distribute printed copies of the Peer Review Rubric to students. Students can also download the Peer Review rubric to their portable device (e.g. tablet or smart phone);
- Have students individually review each project, taking notes and marking the printed rubric;
- Discuss each project and come to a group consensus about the scores and comments, since you can only submit one review for each of your assigned projects;
- Log into your CyberFair Timeline and enter the scores and appropriate comments for each project by the required deadline.

Read More:
CyberFair Peer Review, http://www.globalschoolnet.org/gsncf/rubric/
Sample CyberFair Rubric, http://www.globalschoolnet.org/gsncf/rubric/evalrubric.cfm

Understanding Feedback

Motivational and Performance-Enhancing: Feedback is motivational. It is reassuring to know about the things you did well. Feedback is performance-enhancing and it can help to improve the overall quality of work or to reach a particular target or a standard. Feedback continues the learning cycle by providing information that will enhance the next project.

An important part of any learning cycle is getting feedback about one's work. Too often, when students finish an assignment, they quickly move on to something new, without getting significant feedback. That is why the CyberFair model places a great emphasis on feedback throughout the process of developing the project. For example:

- The teacher provides feedback to the students, through written comments, verbal comments, or traditional grades;
- Team members provide feedback to themselves and each other through ongoing comments and individual and team reflections;
- Parents, community members, and local media provide feedback when they think your project is interesting or valuable;
- Visitors to the website or blog, or viewers of student-produced videos, provide feedback when they leave comments or refer others to your project;
- Peer Review reviewers use a numeric rubric to provide detailed feedback about your project.

Peer Review Feedback: When the CyberFair Peer Review and final judging have been completed, you will be able to see all the scores and comments that other reviewers gave to your project. It is important for students to understand that the Peer Review process is not perfect and that not all evaluators are reliable reviewers. If you have any specific questions about a review score or comment, you must send an email to the reviewer who submitted that score. You will find the email address for each reviewer in your list of scores.

Reviewing and discussing the feedback will provide your students with valuable insights and information about the things they can do to improve their project. You can make those changes to the current project, or keep those suggestions in mind for future projects.

Rewarding Learning Experiences: Remember that the primary goal of CyberFair is to give students an authentic and rewarding learning experience. All of the elements in the CyberFair program are intended to support this goal, including the Peer Review process. If your team members learned and benefited from this project, then that alone qualifies them as winners and they (and you) deserve congratulations.

Publicizing Your Project and Social Media

Don't miss this opportunity to seek favorable publicity for your school, organization, or local community. Identify any information or human interest items about your students or your CyberFair project that can be shared with the public.

Identify an interesting focus. Getting free publicity is easy when you remember the media is in the storytelling business. You need an angle, a way to approach the story that grabs interest.

You may want to pre-select a few students who feel comfortable talking to a reporter. Think of items that will be of interest to most of the viewers. For example, did your students discover anything new and noteworthy about the community topic that they highlighted in the CyberFair project? Engage students in identifying whom to contact for publicity in print, broadcast, and social media.

Print and Broadcast (Television and Radio) Media:

- Create a list of the daily or community newspapers in your area.
- Create a list of local radio and television stations.
- Call and ask for the names of the reporters or editors who are responsible for the local education, lifestyle, business, or technology stories.
- Check out your local newspaper Opinions/Editorial section, or "Op/Ed" page. Who are the local columnists (not the nationally-syndicated ones from elsewhere) and what are the subjects of their columns? Do they write about the community, business, politics, technology, etc.? Is there an angle to your CyberFair topic that would provide interesting material for any of their columns?
- Contact local television stations, requesting that the producer of your local morning news show, evening news show, or news magazine do an in-depth piece about you and your CyberFair project.
- Many communities have local cable television stations that are required to provide free time for educational programming. Create a video of your team reporting on your project and submit it.
- Contact the local radio talk shows in your city or town. Talk with the show's producer to get them interested in interviewing you about your CyberFair project.

Social Media:

- Submit a news story about your project to online publications that might care about your topic.
- Write about your project in a blog, update it periodically, and invite viewer comments.
- Post information about your project to existing online groups and invite their feedback and comments.
- Create a unique group or an event about your project on your favorite social media site (e.g. Facebook, LinkedIn, Instagram).
- Create a two-minute video telling about your project and post it on YouTube.
- Produce a podcast about your project and post it online.

Conducting Community Outreach

There are great stories just waiting to be told about your school or organization's people and programs. There are also many benefits to having students act as spokespersons and ambassadors for their project. A community-based learning project at your school or organization presents a perfect opportunity for you to seek positive publicity and to attract new collaborators in your local area.

Newsworthy Topics:

- Special initiatives that support and benefit student learning;
- New and innovative academic programs;
- Volunteer activities that impact learning;
- Business partnership activities;
- Regional, state, and national honors, awards, and achievements.

Suggestions for Community Outreach:

- Contact the editor of your school or organization's newsletter about your project.
- Contact your school district's Public Relations or Community Affairs representative. If there is a district newsletter that goes to parents and community members, suggest that an article be included about your CyberFair project.
- Get on the agenda to present your CyberFair project at your school's parent-teacher organization meeting.
- Get on the agenda to present your project at a local School Board meeting.
- Hold a special event at your school or organization to talk about your CyberFair project and invite parents and the public to attend.
- Contact your local library and offer to do a presentation about your project.
- Contact the teacher education department of your local universities and invite them to learn more about your project.
- Have your students take the show on the road by visiting a local Senior Citizens Center, the City Council, or the Rotary Club to show them your project. Be sure to alert the media in advance by sending them a media advisory.

MORE INFO

Top Ten CyberFair Implementation Strategies

1. **Inform the Community:** Compose and send a letter explaining your project to parents, members of the community, and local media who might be interested in being involved with the project. (*See the Sample Parent Letter and Sample Media Advisory).
2. **Review Requirements:** Review the checklist and information for the Category that you have selected, including the Task, Learning Objectives, Discussion Questions, Starter Activities, and Project Examples.
3. **Explore Your Topic:** Share the Discussion Questions for your category with your students. Keep a record of their responses to measure how their understanding changes. Students can take turns being the "recorder."
4. **Starter Activities:** Conduct some of the age-appropriate Starter Activities with your students. Record information and ideas gathered from the activities.
5. **Examples of Projects:** Review some past CyberFair projects with students. Ask students to make a list of the common characteristics of each web project and to informally evaluate each site on design, organization, and information presented. Brainstorm a list of components that they would like to see in their own project.
6. **Talk About Evaluation:** Discuss how students will be evaluated for their work. Include self-evaluation, teacher evaluation, and CyberFair Peer Review. Share the CyberFair evaluation rubric with students to help them set achievable goals.
7. **Make a Research Plan:** Using the information gathered, make a list of subtopics to research. Ask students how they will organize their data from their research. These subtopics will become the "navigation buttons" or sections of the website.
8. **Divide the Tasks:** Divide students into groups and assign each group a subtopic to research. Create an e-folder for each subtopic to organize the information they find. Have each group make a list of questions about their subtopic, and a list of resources for research, including school and community members. Students should assume specific responsibilities based on their individual skill level – for example, manager, interviewer, researcher, writer, web publisher, digital picture or video editor.
9. **Copyright:** Discuss the importance of properly citing all work. Give examples.
10. **Back Up All Files:** Make daily backup copies of all word processor files and digital media content. When possible, back-up all work to a remote location or "cloud."

Becoming a CyberFair Affiliate Partner

The CyberFair program provides many benefits to youth and communities.

Youth who participate in CyberFair benefit because they:

- Engage in practical learning as they collaborate with fellow students and members of their community;
- Practice important 21st Century learning skills in areas of communication, original research, interviewing, writing, creativity, and digital media production;
- Practice important workforce readiness skills, such as teamwork, project-management, peer feedback, and entrepreneurship;
- Develop a greater appreciation for their local history, culture, environment, and economic conditions;
- Develop a global perspective, as they share projects with communities worldwide.

Non-Government Organizations (NGOs) and communities that support CyberFair benefit because they:

- Engage youth in local issues that directly affect their communities;
- Prepare youth for jobs in their local community;
- Build collaborative relationships with other community members;
- Develop business and strengthen the local economy through awareness;
- Create a historical archive that showcases the local community offerings;
- Increase positive cause-related publicity and media coverage.

Global SchoolNet works with the Education and Youth Working Group of the US-Russia Social Expertise Exchange to encourage the implementation of regional and national programs that build on the CyberFair model. Regional, county, state, or national educational organizations, community technology centers, or institutions of higher education typically facilitate affiliate programs and assume the following responsibilities:

1. Identifying and enlisting the help of local stakeholders who will benefit from the CyberFair program (e.g. representatives from local schools, universities. parent-teacher organizations, offices of education, chambers of commerce, Boys & Girls Clubs);
2. Determining how local stakeholders will assess the success of the CyberFair program for their community (e.g. number of participants, quality of CyberFair projects, student achievement measures, public relations);
3. Articulating the ways in which CyberFair activities support local content standards and educational requirements;
4. Generating awareness of the CyberFair program through local print, broadcast media (radio and television), electronic announcements, and social media;
5. Generating awareness of the CyberFair program through on-site presentations and teacher, student, or community workshops;
6. Providing support to local participants via email and phone;
7. Helping to keep participants on task and to complete their assignments on time;
8. Developing a plan for local recognition of achievement (e.g. certificates, prizes, awards ceremony, press releases);
9. Encouraging the best local projects to enter the International CyberFair competition.

Reflections and Success Stories (United States)

As part of the CyberFair program, students and teachers reflect on how participating in the CyberFair process has influenced their learning, their lives, and their community.

Here are some examples of what participants are saying in the United States:

Cal Coast CyberFair: Connecting Youth through Volunteerism (Ages 15-17, Del Mar, California)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7867

"CyberFair has given us the opportunity to improve our project management skills and to help out our local pet shelter."

Downtown, Detroit (Ages 10-12, Bloomfield Hills, Michigan)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=6938

"We learned that businesses play a vital role in fulfilling the needs of a community and for future generations, the whole community must adopt sustainable practices."

The Good Old Days are Today (Ages 8-10, Lewiston, Maine)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=5375

"This was a wonderful learning experience disguised as pure pleasure as it also brought students a new appreciation of their parents' and grandparents' childhood stories."

Career Action Planning for Students (Ages 11-13, Farmington, Missouri)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7371

"We have discovered many different jobs that we didn't know about, what is involved with education and training, and how important a role current technology plays in the job market."

Texas Barbecue (Ages 13-14, Austin, Texas)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7557

"It has been a great experience and has allowed us to grow. It was good for the community because of all the local places we interviewed."

Follow the Leaders Who Live by the Code (Ages 7-8, Hewitt, West Milford, New Jersey)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7698/

"We wanted to extend our learning beyond the walls of our classroom to discover how our Code of Conduct could be valuable in the world outside our school."

The Big Duck (Ages 11-12, Riverhead, New York)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7398

"CyberFair has helped us to realize how easily we can communicate with other students around the world."

Read More:
CyberFair Success Stories, http://www.globalschoolnet.org/gsncf/info/stories.cfm

Reflections and Success Stories (Russia)

As part of the CyberFair program, students and teachers reflect on how participating in the CyberFair process has influenced their learning, their lives, and their community.

Here are some examples of what participants are saying in Russia:

Carriage Building Factory (Ages 15-16, Tver)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7868/t

"It's absolutely amazing having an opportunity to share with friends from all around the world interesting information about our community, our lives. Let's change the world for the better and open our hearts to each other!!!!"

Street and Public Art (Ages 12-16, Uzhur, Krasnoyarsky krai)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7858/t

"For our small rural school of English and Technology, this is the window to a bigger open world where we can feel really global and internationally involved while being far from other countries geographically. It's a way to be together with people of the world."

Creating the Future (Ages 15-16, Solnechny, Krasnoyarsk Region)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=6710

"Our project is aimed at using children's creativity to find the ways to make our hometown a better place to live. We spread the message: We are responsible for our community! Let's discuss how we can improve it!"

Tver is My Homeland (Ages 14-15, Tver region)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=6708

"The project also means a lot for our community for it has got representation on an international level and opened an opportunity for the entire world to find out what Tver region is like."

Andrey Petrovich Kiselyov (Ages 14-16, Voronezh, Voronezh Oblast)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?narrid=1403

"Our goal is to convince our community (and hopefully the world) that inspiring and uniting helps make this world a better place. The project has allowed our students to see that hard work and dedication can inspire people to change their lives."

Read More:
Russian Volunteer Projects, http://sites.google.com/site/russianvolunteers/
CyberFair Success Stories, http://www.globalschoolnet.org/gsncf/info/stories.cfm

Reflections and Success Stories (Worldwide)

As part of the CyberFair program, students and teachers reflect on how participating in the CyberFair process has influenced their learning, their lives, and their community.

Here are some examples of what participants are saying around the world:

Special Needs Children (Ages 16-18, Petaling Jaya, Selangor, Malaysia)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7830

"We definitely feel much stronger as individuals with special needs. Before this, the community assumed that we were incapable of many things. However, we have definitely proven them wrong."

A Century of Crafts. Dragon Boat Key Man—Master Liu (Ages 10-12, Taipei City, Taiwan)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7688

"We are able to speak about our topic in class or at home, which also draws great interests for dragon boats from our classmates and family members."

Handicraftsmen in Sugar Painting (Ages 16-17, Shi Zuishan, Ningxia, China)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7798

"We hope that through our efforts, the sugar painting art can spread to every corner of the earth."

A Man of Change: Innovator of the Youth (Ages 14-16, Baguio City, Benguet, Philippines)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7757

"We participated to become a part of a strong bond that could unite individuals; we also do our best to build the bond that could lead to healthy relationships in which we find our own inspiration while inspiring others."

Urban Rodent Fest (Ages 14-16, Tehran, Iran)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7651

"As urban rats were one of the problems in our city, looking into this problem and educating the people of our community gave us an opportunity to understand how good it feels to be responsible citizens."

In the Wake of the Silk Road (Ages 8-15, Istanbul, Turkey)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7845

"We give information about our values, learn about other cultures, and improve the communication among students from different cultures with the help of International Schools CyberFair."

Old Links, New Ties; Old Land, New Uses (Ages 12-13, Singapore)
http://www.globalschoolnet.org/gsncf/narrative_view.cfm?pID=7723

"We have learn(ed) many things that we could not do in the normal classroom like teamwork, research skills, communication, and IT skills."

Read more:
CyberFair Success Stories, http://www.globalschoolnet.org/gsncf/info/stories.cfm

MORE INFO

Comparison of Russian and American New Educational Standards

Why compare and examine American and Russian educational standards? In order for our two countries to achieve a deeper, clearer, and more meaningful understanding of one another, there must be a logical point from which to start. No other aspect of a country's foundation is more telling than its educational system. This comparison will serve as a basis for providing youth educators with a better understanding of the similarities and differences between Russian and American educational goals and values. It will also provide a starting point for engaging students in authentic collaborative learning projects.

Recognizing the value and need for consistent learning goals across the United States, in 2009, governors and state commissioners of education from 48 states coordinated an effort to develop the Common Core State Standards (CCSS). Designed through collaboration among teachers, administrators, Council of Chief State School Officers[1], and other experts, the standards were written to provide a clear and consistent framework for American educators.

This process involved input from the most effective standards from across the United States and various countries worldwide. The primary focus was to determine the knowledge and skills K-12 students will need to acquire in order to graduate high school prepared to succeed: not just in college, but in entry-level positions, postsecondary training, and careers.

How the standards are implemented is the decision of each state that adopts them, and how lesson plans are developed to address the standards is the decision of the classroom teacher, school, or district. In America, the 2013-2014 academic year was used for testing the new standards in schools. Common Core State Standards (CCSS) will be fully implemented by 2014-2015 in those states that have adopted them, and student progress will be assessed through testing at the end of the year.

Similarly, Russian schools are assessing and revising educational standards as they transition to the Federal State Educational Standards (FSES), also known as the Second Generation Standards. These new standards are being introduced in phases in Russian schools. Most Russian primary schools have implemented the FSES. Middle schools are beginning the process and high schools aim to finish this transition by 2020.

Funding is of great importance to both countries as they implement the new standards. In the United States, implementation of the standards is the prerogative of individual states, and financial incentives are provided because it is a costly process. According to a 2010 Education Insider report, "While states voluntarily agreed to participate in the process, the effort gained a great deal of momentum when the Obama Administration included participation in the Common Core as an eligibility criterion for many of the programs created out of the $110 billion stimulus funds. Programs such as "Race to the Top" rewarded states that not only participated in developing the Common Core but also adopted them[2]."

1. *Council of Chief State School Officers, http://www.ccsso.org/*
2. *Education Insider: Common Core Standards and Assessment Coalitions: Whiteboard Advisors, http://www.whiteboardadvisors.com/research/education-insider-common-core-standards-and-assessment-coalitions*

MORE INFO

Comparison of Russian and American New Educational Standards, *continued . . .*

In Russia, funding to implement the new standards is addressed under "General Provisions: Conditions for Implementing the Core Curriculum of Basic General Education." The goals and outcomes are quite extensive and ambitious. The Ministry of Education and Science has already marked their position as stating: "The introduction of the FSES does not greatly change the workplace, teaching staff employment functions, including position type and assigned work, terms of payment, working hours, date of work commencement, and kind of work." This suggests that implementing the FSES will not lead to significant changes in the conditions of teachers' work[2].

Russian teachers and schools with new directives to fill all the requirements will need innovative resources. Under these conditions, schools will need to open their doors to new partners, the community, and collaboration with nongovernmental organizations (NGOs) in a spirit of cooperation that becomes systematic and long-term.

Another difference between the two countries is in the area of values and ethics. Russian standards place an emphasis on personal learning outcomes, such as the following:

1. Developing Russian civic identity, patriotism, and respect for the Motherland;
2. Developing a responsible attitude toward learning, respect for labor and participation in socially meaningful work;
3. Cultivating a conscious, respectful, and friendly attitude toward other people: their opinions, worldviews, culture, language, faith, civic position, and values;
4. Cultivating a willingness and ability to conduct dialogue with other people and reach mutual understanding;
5. Building moral consciousness and developing the ability to make ethical decisions and take responsibility for one's actions;
6. Recognizing the importance of family, accepting the value of family life, and the importance of respecting and caring for one's own family members.

In contrast, the American CCSS do not attempt to address issues of values, morals, or ethics. In an effort to avoid all possible controversy or anything deemed "politically incorrect," the standards eschew taking a position on personal learning outcomes to the extent that this is possible. Instead, the CCSS focuses primarily on academic outcomes.

Both countries obviously recognize the importance of having a strong, clearly defined educational system; both countries are willing to devote considerable time and resources to the establishment of measurable learning outcomes, and both countries realize the importance of being part of the global community.

[2] Denis Rogatkin, The Standard for a Non-Standard School

MORE INFO

Comparison of Russian and American New Educational Standards, *continued . . .*

American and Russian Education Standards Share Similar Goals for Students

Authors: Barbara Tice and Yvonne Marie Andrés (United States); Denis Rogatkin (Russia)

United States Education Standards		Russian Education Standards
Coursework aligns with college and career expectations for life plans		Gain knowledge about jobs and careers, understands the importance of professional activity
Prepare all students for success in our global economy and society		Realize their role in a coherent, diverse, and rapidly changing global world
Read complex informational texts in a variety of content areas, stressing active vocabulary knowledge		Develop language skills (the ability to clearly, logically and accurately express a point of view and use appropriate means of language)
Demonstrate evidence-based writing on a foundation of knowing/doing and learning/demonstrating		Develop cognitive, problem solving, research, and project activity skills
Demonstrate mastery of 21st Century skills, such as presentation and collaboration		Collaboration between schools and public organizations as an important resource for solutions
Establish a collaborative culture of continuous learning within networked communities		Independent planning and learning, organizing collaborative learning, the mastery of skills in research, project and social activities
Teach students how to take charge of themselves, to respect the inquiry process, and to become self-directed learners		Motivation for education (self-education and lifelong learning)
Address the standards with "real world" activities and authentic projects that go beyond the classroom		Provide a range of activities for gaining new knowledge that can be transformed and applied by students in project-based learning and social activities

Read more:

United States Common Core State Standards (CCSS,) http://www.corestandards.org/
Russian Federal State Educational Standards (FSES), http://www.sefi.be/wp-content/abstracts/1006.pdf
http://www.sefi.be/wp-content/abstracts/1006.pdf

RESOURCE

Project Planning Checklist

Project Scope: Define and describe your project.

- What are you trying to accomplish?
- What is the story you are telling?
- How will you share it (e.g. making live presentations, social media)?

Time Management: Determine how many weeks will be spent on your project.

- When does the project start and when is it over?
- What are the important milestones?
- Estimate how much time you will spend each day working on your project.
- How will you log and track your activities?

Resources Needed: Determine what you need to complete your project.

- People (e.g. administrators, tech support, mentors, parents, community members).
- Technology (e.g. computers, video cameras, tripods, iPods, Internet access).
- Other (e.g. transportation to locations, permission to use images or music).

Risk Analysis: What could possibly go wrong and if it does, how will you handle it?

Evaluation: What is the significance of evaluation?

- Self Evaluation: How will you evaluate your own project (teacher and students)?
- Peer Review: Are you familiar with the Peer Review process?
- Teacher Evaluation: How will the teacher evaluate your project?

Time Management: Estimate the amount of time that will be allocated to each of these elements.

Phase and Tasks (Estimated time needed)		**Entire Project**	**Weekly**	**Daily**
Planning and preparing (e.g. notifying parents, organizing your team, deciding on the topic)				
Doing original research and collecting assets (e.g. images videos, interviews)				
Telling the story (e.g. web, video, blog, narrative)				
Evaluation and assessment				
Outreach and sharing				
Other (e.g. grant writing, future projects)				

RESOURCE

(Sample) Acceptable Use Policy

An Acceptable Use Policy — ideally created by students, parents, and school staff working together — acknowledges the rights of students to access information on the Internet, within the parameters of acceptable educational use. This sample form should be adapted to include the specific concerns and policies of your school or organization.

(SCHOOL OR ORGANIZATION LETTERHEAD)

(INSERT DATE)

As part of the educational experience, students will be online to search for information, to collaborate with others, and to post their work. To ensure that good guidelines are followed, this Acceptable Use Policy lays out acceptable and unacceptable behavior, and the consequences of violating the agreement. In accordance with (insert name of school or organization) policies, students will at all times be respectful of others and agree to the following in their online work. Student postings shall not:

A. Contain language or content that may be offensive to other users;
B. Make personal attacks on other people, organizations, religions, or ethnicities;
C. Be false, inaccurate, fraudulent, or misleading;
D. Harass another person (e.g. using the Internet in a manner that bothers or annoys that person);
E. Forward personal communications or personal contact information without the author's prior consent;
F. Infringe upon any copyright, patent, trademark, trade secret, or other proprietary rights or rights of publicity or privacy;
G. Violate any law, statute, ordinance, or regulation;
H. Contain any viruses, Trojan horses, worms, time bombs, cancelbots, or other computer-programming routines that are intended to damage, detrimentally interfere with, surreptitiously intercept, or expropriate any system, data, or personal information.

Online access at school is a privilege. If it is determined that a student has violated any of these rules, he or she will suffer the consequences, which may include denying him or her access to the Internet while at school.

I understand this policy and agree to its terms.

Parent or Guardian _____

Student _____

RESOURCE

(Sample) Parent Notification Letter

Send a letter to parents before beginning your project and offer a simple explanation of how CyberFair works. Fill in your organization's information and print your final copy on a sheet of your school or organization's letterhead.

(INSERT DATE)

Dear Parent or Guardian,

I am writing to tell you about an exciting project that our students will be working on this year called CyberFair.

CyberFair is an online "virtual fair" that is based on the concept of a physical World's Fair or World Exhibition. Students will work in teams to conduct original research and create digital projects and virtual exhibits (e.g. blogs, websites, videos, podcasts, songs) that spotlight people, places, businesses, and other special things in our local community of (INSERT NAME OF CITY).

Our CyberFair project will be shared online, globally, with other schools and organizations that are also participating in CyberFair. Recognition is given for the best projects in each of eight categories: local leaders, businesses, community organizations, historical landmarks, environment, music, art, and local specialties.

The benefits of project-based learning and digital storytelling align very closely with the new academic standards and the Partnership for 21st Century's learning skills. Students are engaged in creativity, teamwork, technology skills, and collaboration, all centered around the core learning skills that young people need to learn.

We have chosen (INSERT YOUR TOPIC) as the topic for our CyberFair project this year and I welcome your participation. You can contribute ideas, expertise, materials, or time.

We will begin work on our project on (INSERT DATE) and the project must be completed by (INSERT DATE).

As always, please let me know if you have any questions.

Sincerely,

Project Teacher

RESOURCE

(Sample) Media Advisory Form

News about young people participating in community-based learning projects presents a perfect opportunity to seek positive publicity for your school or organization. You can send out a Media Advisory to invite the media to visit your school or organization while an activity or event is taking place. Fill in your organization's information and print your final copy on a sheet of your school or organization's letterhead.

Contact:

School or Organization Contact: _____

School or Organization Name:_____

Phone Number: _____

Email address: _____

Headline: Tell what your school or organization is doing. Mention that a project about your community will be shared worldwide as part of the International CyberFair.

[Organization Name] Showcases [Your Local Town]
IN THE WORLD'S LARGEST INTERNATIONAL ONLINE EXHIBITION

First paragraph: Include your city, state, and the date in your "dateline." Then briefly tell the who, what, where, when, and why.

Second paragraph: Give some background information about your project. Explain that it's a part of International CyberFair, an online learning program, involving millions of students from more than 100 countries, offered by Global SchoolNet annually since 1996.

Tell how many local participants are involved in your project, the category you are researching, and why the topic was chosen.

Third paragraph: Be sure to highlight the event's date and time so that the media will know where and when to attend. Also include a contact person's name and phone number the media can contact for more information.

WHEN:

WHERE:

TIME:

CONTACT:

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Opening the Doors to Collaboration

CyberFair©

IMPLEMENTATION GUIDE

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