



ASEF Classroom Network #ASEFClassNet Online Collaboration 2017

Proposal

The [ASEF Classroom Network](#) provides opportunities for online collaborative learning and intercultural exchanges between students and teachers of secondary, high and vocational schools across Asia and Europe.

Since 2001, the Online Collaborations have been a core part of the ASEF Classroom Network's activities, which seek to enhance:

- intercultural understanding
- knowledge-sharing between students and teachers in Asia and Europe
- teamwork
- use of ICT

This is a template for teachers who wish to propose an Online Collaboration, and invite other teachers from schools across Asia and Europe to join their activity. The closing date for the submission of the new proposals is **31 December 2016**.

Based on the four goals of the ASEF Classroom Network, the 6 most outstanding Online Collaborations will receive an Award at next year's annual ASEF ClassNet Conference.

Thank you for your interest, and ASEF looks forward to learning more about your proposal.

1. Title of the Online Collaboration (Max. 8 words)

The Social Scrapbook

2. Name and contact details of project co-ordinator(s)

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3. School description (Max. 30 words)

In 2017, Pioneer Secondary School and Boon Lay Secondary School merged and is now known as Boon Lay Secondary School.

Boon Lay Secondary School seeks to nurture students who have a thirst and passion for learning, have a strong sense of responsibility, who are respectful of differences and who are effective communicators. The Student Development Programme encourages students to explore their interests, and to discover and work towards their aspirations.

4. Description (Max. 200 words)

Every country, no matter how developed is riddled with social problems. A social problem is a condition that at least some people in a community view as being undesirable. Everyone would agree about some social problems, such as high unemployment rates and an aging population. Other social problems may be viewed as such by only certain groups of people. For examples, some non-smokers view smoking as an undesirable social condition that should be banned or restricted in public buildings whereas it does not matter to some.

Every newspaper is filled with stories about undesirable social conditions such crime, violence, drug abuse, and environmental problems. Such social problems can be found at the community, national and international levels. In this project, students will focus on any **one** social problem and evaluate the current policies addressing the problem. They are then to create awareness on the problem and/or current policies through a suitable medium i.e. websites/brochures/facebook page/flyers and also make suggestions on what else can be done at the community/school level.

In order to help each other, students will post on the FB Group 'The Social Scrapbook' and comment on each other's post. For each social issue discussed in class, they will post their thoughts on it and students from different countries are also encouraged to offer their opinions. The students are also to discuss what is being done in their respective countries and if they can adopt each other's practices/policies. Using the discussion and interaction, the students are to come up with the most suitable solution to the problem.

5. Please provide 3 hashtags for your Online Collaboration

#socialscrapbook2017
#socialsb2017
#thesocialscrapbook2017

6. The Online Collaboration falls under the main theme of: Please tick (✓) one main theme

- | | |
|--|---|
| <input type="checkbox"/> Culture | <input type="checkbox"/> Education |
| <input type="checkbox"/> Environment & Sustainable Development | <input type="checkbox"/> Health |
| <input type="checkbox"/> History | <input type="checkbox"/> Media |
| <input checked="" type="checkbox"/> Others. Please specify below:
Social Issues | <input type="checkbox"/> Science & Technology |

7. Duration of the Online Collaboration (Please state start and end date):

Start Date	:	March 2017
End Date	:	September 2017
Duration	:	6 months

8. Expected no. of schools/students involved and level of language and ICT skills

No. of Schools in total	:	3 Schools
No. of Students in total	:	40 Students
Students Age Group	:	13 - 17
Level of English	:	Intermediate
Level of ICT Skills	:	Basic

**9. ICT tools/software required
Please tick (✓) as appropriate**

<u>Word processing software</u>	<u>Video conference tools</u>	<u>Storage tools</u>
<input type="checkbox"/> Adobe Acrobat Reader	<input type="checkbox"/> Skype	<input type="checkbox"/> Dropbox
<input type="checkbox"/> Google Docs/Sheets	<input type="checkbox"/> Viber	<input type="checkbox"/> Google Drive
<input type="checkbox"/> Microsoft Word/Excel	<input type="checkbox"/> Vyew	<input type="checkbox"/> iCloud
<input type="checkbox"/> Scribd	<input type="checkbox"/> Wechat	
<input type="checkbox"/> Wordpress		
<u>Social media</u>	<u>Image editing software</u>	<u>Online collaboration</u>
<input type="checkbox"/> Ask.fm	<input type="checkbox"/> Adobe Illustrator	<input type="checkbox"/> Mindmeister
<input checked="" type="checkbox"/> Facebook	<input type="checkbox"/> Adobe Lightroom	<input type="checkbox"/> Slack
<input type="checkbox"/> Flickr	<input type="checkbox"/> Adobe Photoshop	<input type="checkbox"/> Telegram
<input checked="" type="checkbox"/> Instagram	<input type="checkbox"/> BeFunky (online)	<input type="checkbox"/> Trello
<input type="checkbox"/> Pinterest	<input type="checkbox"/> Sketch (Mac only)	
<input type="checkbox"/> Tumblr		
<input checked="" type="checkbox"/> Twitter		
<input type="checkbox"/> Weibo		

<u>Video/audio editing software</u>	<u>Presentation</u>	<u>App development</u>
<input type="checkbox"/> Adobe Premiere	<input type="checkbox"/> Google slides	<input type="checkbox"/> Adobe Flash builder
<input type="checkbox"/> Audacity	<input checked="" type="checkbox"/> Microsoft Powerpoint	<input type="checkbox"/> Alpha Software
<input type="checkbox"/> Garageband (Mac only)	<input checked="" type="checkbox"/> Prezi	<input type="checkbox"/> Appy Pie
<input type="checkbox"/> Soundcloud		
<input type="checkbox"/> Windows Movie Maker		
<input type="checkbox"/> Youtube		
<input checked="" type="checkbox"/> Others, please specify:		
Padlet (online) – for discussion		
Cliptomize.com (online) – for product		

10. Other resources needed:
(Please tick (✓) as appropriate)

<input checked="" type="checkbox"/> Camera	<input type="checkbox"/> E-reader	<input type="checkbox"/> OHP
<input checked="" type="checkbox"/> Desktop Computer/Laptop	<input type="checkbox"/> GoPro	<input checked="" type="checkbox"/> Phones
<input type="checkbox"/> Digital Projector	<input type="checkbox"/> Interactive Whiteboard	<input type="checkbox"/> Tablet
<input checked="" type="checkbox"/> Voice Recording Devices	<input type="checkbox"/> NA	
<input type="checkbox"/> Others (please specify)		

11. Learning objectives and outcomes for teachers and students
(Please list at least 3 learning objectives and outcomes for teachers and students respectively.)

Learning Objectives	Outcomes
Teachers should join to:	For Teachers:
1. create awareness on the different social problems present in their respective countries/ communities	1. Able to simplify world issues to students for them to be able to relate to it better
2. expand their repertoire of ICT skills	2. To explore the use of these ICT skills in teaching and pedagogy in other areas ie. teaching subjects
3. gain more opportunities to collaborate with partners	3. New perspective, knowledge and ideas gained from the interaction

Students will learn to:	For Students:
1. acquire and share knowledge on the different social problems present in their respective countries/ communities	1. Presentation of the chosen social problem and its impact on the community online (Padlet/ PPT)
2. analyse existing policies addressing the different social problems present in their respective countries/ communities and partner countries	2. Analysis of the current policies present and resources/help available via a presentation/ mindmap/essay
3. create awareness on the different social problems present in their respective countries/ communities	3. An information brochure on the chosen social problem
4. suggest solutions for the different social problems present in their respective countries/ communities and partner countries	4. Flyers/posters/short skit to create awareness/ encourage students in school to play their part
5. engage in authentic learning and creative thinking	5. More awareness of the social problems present in the community and in other countries
6. take ownership of their learning in their areas of synthesizing the information to produce a brand new knowledge	6. Learn and adapt solutions from partner countries for existing problems
7. harness ICT skills such as doing research online, photo editing, video editing and coming up with online posters using padlet or other online platforms	7. Strengthen their collaborative skills through research and exchange of ideas on the ICT platform and acquire ICT skills
8. acquire collaborative skills through working in a team to achieve common goals	8. Work effectively as a team
9. forge lasting friendship and understanding amongst participants	9. Develop a sense of empathy and problem-solving and critical thinking skills
10. appreciate and better understand each other's culture	10. Compare and contrast how the community reacts to the same kind of problem and learn from each other.

12. Timeline and activities of the Online Collaboration

	<u>Main Coordinator</u>	<u>Teachers</u>	<u>Students</u>
<u>Phase 1 (March 2017)</u>			
<u>Introduction</u>			
▪ Set-up Facebook group and invite members to the group	✓	✓	✓
▪ Self-introduction by all participating members. Write a self-portrait and familiarise themselves with the project portal and project members from other schools	✓	✓	✓

Research and sharing of information			
<ul style="list-style-type: none"> Student participants will research on types of social problems plaguing their respective communities. Teachers can also choose to provide them with a list. 			✓
<ul style="list-style-type: none"> Identify the needs of affected groups 			✓
<ul style="list-style-type: none"> A presentation discussing the social problem chosen and its impact on the community can be done at class level. 			✓
Phase 2 (April to May 2017)			
Research and Analysis			
<ul style="list-style-type: none"> Student participants will analyse the different policies/ help/ resources available to address the problem in their community. They will present this at class level and also upload it on an ICT project platform (PADLET) 			✓
<ul style="list-style-type: none"> Student participants will also discuss and learn from the solutions other countries' have used to see if it's applicable in their community. 			✓
<ul style="list-style-type: none"> Student participants can engage in debates at class level to discuss the effectiveness of certain policies/ resources 			✓
Phase 3 (May –August 2017)			
Creating Awareness			
<ul style="list-style-type: none"> Student participants will engage in a mini-campaign to create awareness in school on their respective social problems. These can be done in the form of booths/ flyers/ posters/ use of social media 			✓
Phase 4 (August – September 2017)			
Reflection / Evaluation			
<ul style="list-style-type: none"> Student participants will conclude the project through reflections on the tasks and what they have learnt from the project. They will also reflect on the benefits of working with students from another country and the collaboration they had with them. They will also share their experiences and difficulties faced during the project and how they have overcome the obstacles faced. 	✓	✓	✓
Post –Project Activity (Optional)			
Spin-Off			
<ul style="list-style-type: none"> Face-to-face exchange with partnering countries, if possible. 	✓	✓	✓

For further details about this online collaboration, please contact the coordinator.

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