Dear Friend,

We are pleased to greet you for your registration, and we want to welcome you as a participant and partner of the initiative: “Schools Online – Digital Collaborative Learning”.

“Schools Online – Digital Collaborative Learning” is an initiative of the METC Center (MASHAV, Ministry of Foreign Affairs) and the Ministry of Education of Israel, which provides a framework for students from schools in Israel and from schools in different countries around the world to share their culture, reality and personal experiences. This environment allows a meaningful learning of various issues through an innovative and interesting technological platform.

This initiative offers teachers a way to involve their students in the learning process, to create interesting and challenging tasks, to learn about another culture, and to learn to work together in cooperation with others.

This document present the steps we recommend for a successful collaborative learning process, including a range of activities and tools that promote student dialogue. The interaction between students is divided into digital collaborative tools through which the students will upload information and carry out tasks, and face-to-face conversations (eg Skype), in which students will develop interactions and dialogues with their peers across the globe.

All the virtual & digital activity and its products will be concentrated in google classroom, which will be updated in real time and in which, new tasks will be added. The site is protected and it require a google user to join. At each stage of the activity - and according to your progress - new tools and activities will be added to the site as part of the joint learning process.

You can enter the sample class to see what the actual interface looks like. Please log in with your google username, click on the "add grade" button (+) and type the code d8jkt71. This site demonstrates a collaborative learning “classroom” between the two classes participating in the activity. This will show the class at the end of the activity when the first activity is at the bottom of the site and the last activity is at its beginning.

If necessary, you can use the tutorial on Google Classroom https://youtu.be/FN4g917b4rU

https://youtu.be/5MIWJ4kNBpC
The Initiative Stages and Structure

1. Registering for the initiative and finding a partner

- Registration through an online form which includes the information of the leading teacher, pupils and school. To fill the form, please click here.

- A matching process will be done by METC and the Ministry of Education in Israel, based on the information given by each school in the registration form.

- After finishing the matching process, a first VIRTUAL ENCOUNTER will be held. In this encounter we will present the planned activities, will introduce the collaborative learning and all its digital tools and will introduce teachers to one another, according to the matching process done before.

- Following the encounter, each teacher will contact his or her partner teacher in the school abroad, to connect, coordinate and approve the match for the coordinators of the initiative. In this first interaction, teachers (from schools in Israel and abroad) will discuss the basic structure of the (suggested) learning process, approve it or make changes, as they see fit.

- In order to create significant and fun activities for pupils, it is important for leading teachers (in Israel and abroad) to keep in touch continuously and ensure a successful and rich collaborative process.

- For the end of ensuring a meaningful learning process, we recommend to assign specific time in the class’ schedule (we recommend an hour or two per week), in which the students will be able to work on the different tasks and have the video call sessions.

We aim to finish the process of registration, matching and introduction (including the conference video call) by the end of October.

2. Pedagogical model for communication and interaction during the activity:

The collaborative virtual learning activity is achieved through two main communication methods: The first is digital collaborative tools which allow filling tasks alongside consistent interaction with the pupils abroad; The second is video encounters between the pupils via the selected digital tool (Skype for example).
2.1. Collaborative digital learning tools

As part of the collaborative learning, we will assign the pupils a variety of personal or collective tasks which they shall perform (at their free time or at the time selected by the teacher) in the collaborative tools. The result of it will be automatically shared with the rest of the participants, of both schools.

During the program, we will mainly use the following tools:

- **Google docs** - a platform for sharing a document and building it together. tutorial: https://www.youtube.com/watch?v=s6V_h43-BIY&feature=youtu.be
- **Padlet** - interactive collaborative board. tutorial: https://www.youtube.com/watch?v=OvngNupEVGM&feature=youtu.be
- **Lino** - interactive collaborative board. tutorial: https://www.youtube.com/watch?v=fpGvkK1DFDE&feature=youtu.be
- **Google slides** - a platform enabling to build a collaborative slideshow. tutorial: https://youtu.be/rFd8QRWm2FE
- **Emaze** - a tool for creating a creative slideshow. Tutorial: https://youtu.be/I-9nHq9ld6Q
- **Flipgrid** - a tool for creating video blogs. Tutorial: https://youtu.be/-aZ523-HHBg
- **Spider scribe** - a tool for creating thinking maps. Tutorial: https://youtu.be/HOipEUUlv8M

It is important to note that these tools and strategies will serve the students and teachers also in other contexts, therefore the initiative supplies useful, practical and enriching tools for the future.

2.2. Video encounters tools

During the collaborative learning, face to face video encounters will be held. In these encounters the students from your country and from Israel will have a direct interaction with each other. The purpose of these encounters is to start a process that includes getting to know the pupils on the other side, developing meaningful connections, speaking about what is being done at the different tasks & collaborative tools and present the different educative outcomes.
In the context of this encounters, we suggest two options that can be used, according to the aim defined by the cooperating teachers:

2.2.1. **Class to class Video Calls:**

In this option, the full class meets, as a group interaction, with the full class in Israel. The video calls are projected in a screen or on the class’s board, and chosen representatives from the class talk in front of a microphone and camera (or webcam) organized in advance. During the calls, the educative learning outcomes are presented and the teachers lead the discussion as agreed upon earlier. The advantage of this possibility is that the whole class gets to be a part of the call & the experience, and usually the meeting is very meaningful and moving for all. The disadvantage is that not everyone gets the chance to be an active part of the video call, therefore the teacher has to choose representatives. In addition to this, the call tends to be less organized. It is important to remember that with proper guidance those issues can be solved.

2.2.2. **Small group Video Calls:**

In this option, the teachers select a relatively small group which will interact with a small group of students in Israel. In this model, each student gets the chance to present his/her particular outcome and they have a meaningful & active part in the dialogue. The disadvantage of this option, is that in order to involve all the students, a few rounds of video calls need to be organized.

**Digital tools for the video calls:**

1. **skype.** Tutorial: [https://youtu.be/S38e-t6rhKA](https://youtu.be/S38e-t6rhKA)
2. **google hangouts.** Tutorial: [https://youtu.be/DPZb3D0500I](https://youtu.be/DPZb3D0500I)

Each tool has different advantages and difficulties. Our team can help you choose the most fitting tool for your context.

** the structure and stages offered here are tentative according to the time limits and specific needs of each school. They can be change in coordination with the partner teacher and with the acceptance of our staff.

** suggested guiding questions for each video call on the different stages are attached at the end of the document.
3. Program of the Activities

3.1. First introduction between pupils

After planning and agreeing on the structure of the learning process, the collaborative learning will begin with an introductory activity between pupils. This activity includes:

- **The first introduction between pupils:** A personal presentation of each student on the collaborative wall, according to guiding questions agreed by the teachers.
  
  **Digital tool:** PADLET.

  First video call: introduction between pupils and teachers according to guiding questions agreed by the teachers. The idea is to continue the interaction of the collaborative wall.

  **Digital tool:** Skype, zoom, hangouts. The tool will be selected by the teachers of both schools. We recommend making a test call between the teachers to ensure there are no technical issues and to decide upon the structure of the discussion.

- **Widening the scope of acquaintance - knowing the school, city and state:** The students will be asked what is their favorite place or activity at school, what is their favorite place in their city or their favorite place in the country, and will be asked to prepare a creative presentation of it. This presentation can be a video clip, a pictures and texts presentation through one of the suggested tools.

  **Digital tool:** Google Slides, padlet, emaze, flipgrid, animoto.

  Second video call: second introduction, discussion about the presentations & characteristics of school, city and state.

  **Digital tool:** Skype, zoom, hangouts

*Time frame for accomplishing the activity: between 6-8 weeks (until the end of December): introduction in collaborative wall - a week, two weeks for preparation for the first video call and having it, two weeks for making presentations (video clips, slideshow or collaborative board) about the close environment, two weeks for the second call.*

3.2. Learning about tradition, culture and society

- **Introduction to the tradition and culture of each pupil:** pupils will write about their favorite holidays, family traditions (rest day activity, weddings, and holidays) and so on. Each pupil will present his work in a collaborative presentation with images & explanations.

  **Digital tool:** GOOGLE SLIDES (collaborative presentation and comments to each other).
Third video call: Interaction based on questions prepared after reading what the pupils of the other class have written, for better knowledge of different traditions.

**Digital tools:** Skype, zoom, hangouts

*Time frame for this activity: 3 to 4 weeks (until the end January): Creating collaborative presentations – one week; two weeks to prepare and make the video call.*

### 3.3. Cultural acquaintance: songs and music

- **Knowing the personal culture of the pupils through music.** The pupils will be asked to share a song they like with a link, and write what the song’s lyrics mean, what is the song’s genre (pop, folk, etc.) and why they like it.

  **Digital tool:** GOOGLE SLIDES (writing in the collaborative slideshow and commenting to each other) or flipgrid.

**Fourth video call:** at this encounter few chosen pupils can tell about their songs. Additionally, each school can send the peer school the text (in English letters) of a chosen song, with the link to the song and a translation. During the call each group will sing to the other group and they can try to sing together.

**Digital tools:** Skype, zoom, hangouts

*Time frame for this activity: a month (until the end of February). Creating collaborative presentations – one week; two weeks to prepare and make the video call.*

### 3.4. Collaborative learning by subject

The fourth stage of the collaborative learning process is the selection of a shared subject for a more complex learning process together. Here you can find 2 suggested topics designed by the program’s staff for the collaborative learning. Yet, it is possible to choose another topic together with the partner teacher. In this case, a proposal of activities for the collaborative learning on the new topic should be designed.

#### 3.4.1. Suggested subject 1: children’s rights

- Learning about children’s rights on a site presenting the UN convention over the subject. Focus on articles 28 and 29 – the right to learn.
  [http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx)

**Question for discussion:** how are children’s rights observed in my country?

Children will use the Mind Map to show each other how this right is observed in their school and in their country (Presentations can include
A dialogue will be held in class about the similarities and differences between the rights to learn in each country and school.

**Digital tool:** spider scribe

**Fifth Video Call:** At this encounter, the pupils will share what they learn about the topic in their country.

**Digital tools:** Skype, zoom, hangouts

- Creating a collaborative board in which the students will raise ideas for things they can do in order to promote children’s rights.

**Question for discussion:** What in your opinion should be done in order to promote and guarantee children’s rights?

**Digital tool:** PADLET

**Sixth Video Call:** At this encounter, the pupils will share the analysis they did about their school and country, and the ideas or actions they developed.

**Digital tools:** Skype, zoom, hangouts

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**Time frame for this activity:** 8 weeks (until the end of April). Reading information and summary of the Mind Map – about two weeks; preparing for a video call and making it – about two weeks. Rising ideas for actions and preparing a Collaborative Board about it – about two weeks; preparing for a video call and making it – about two weeks.

### 3.4.2. Suggested subject 2: environmental protection and sustainability

- Learning and analyzing the topic: What does this word mean for us? How is it expressed in school, the city and my country? Preparing a Mind Map on this.

**Digital tool:** Spider Scribe

**Fifth Video Call:** At this encounter, the pupils will share what they learn about the topic in their country.

**Digital tools:** Skype, zoom, hangouts

- **Option 1:** What, in your opinion, we need to do in order to continue to enjoy Earth’s nature? Examples for pupil’s answers: not to throw garbage in public parks, save water, save electricity, recycle, use public transportation, refrain from buying things we don’t need that would only be thrown away.

Create a shared board where pupils can upload solutions available to them to preserve the earth.
Digital tool: Padlet

- **Option 2:** How is the environment protected in your society? Is there a tradition of environmental protection? Prepare a Google shared presentation.
  
  **Digital tool:** [GOOGLE SLIDES]

**Sixth Video Call:** At this encounter, the pupils will share the analysis they did about their school and country, and the ideas or actions they developed.

**Digital tools:** Skype, zoom, hangouts

For example, in Jewish tradition:

a) **Tu-Bishvat,** the day of trees – new trees are planted. Trees are important for:

1) Shade, lowering the temperature – water evaporation from leaves and their shade reduce the temperature under the tree by up to five degrees Celsius.

2) In addition, trees reduce heat load, direct radiation and reflected radiation.

3) Aesthetic importance, improves the landscape.

4) Food- fruit trees are an important food source for people and animals.

5) Ecological importance, green areas, habitats for various life forms.

b) **Shmita** – when Jews settled in the holy land they began to count cycles of seven years. Each cycle ended with a **Sabbath** year called **Shmita** – literally, release. On this year the people in the land of Israel stopped working the fields and anything that grew naturally was public property.

- The agricultural reason behind **Shmita**: to let the soil rest, recuperate and refresh.
Landowners had no income during Shmita, and still they let the public enjoy any crop that grew naturally. In this way, Shmita contributed to solidarity among Jews.

Time frame for this activity: 8 weeks (until the end of April). Reading information and summary of the Mind Map – about two weeks; preparing for a video call and making it – about two weeks. Rising ideas for actions and preparing a Collaborative Board about it – about two weeks; preparing for a video call and making it – about two weeks.

3.5. Project Conclusion

- Collaborative product: Pupils will create a song, clip, animation, symbol, image, statue or sticker summarizing the learning process in this collaboration (could be integrating also the idea of tolerance and multiculturalism, about accepting others and those who are different). The information can be uploaded and shared via one of the suggested digital tools.
  
  **Digital tool:** Padlet, Canva, Emaze

  A video call to summarize the activity: presenting the shared “artistic” product (song, clip, animation, symbol, image, statue or sticker) that summarize the learning process in this collaboration about accepting others and those who are different, explanations and study of the other group.

  **Digital tool:** Skype

Time frame for this activity: 4 weeks (until the end of May). Allow pupils time to think about the learning process and produce their final project about accepting others and those who are different, upload to the shared board or shared post. Selecting a final product to teach the other group. Explanation and presentation over a summary video call.
We truly believe that this could be the birth of a genuinely meaningful learning and educational experience – an experience capable of bringing a great educational benefit to all students and schools!

We believe that through the well-structured program, the children learn vividly about another culture and place. They are exposed to the daily reality of students their age and create a better understanding of the world from another perspective. That is without mentioning the obvious joy the activities generate, cooperation, exploration and greater motivation for English learning and live practice and use and benefit of it.

We wish you the best of luck in everything you are doing, and we look forward with great expectations at the beginning of this unique initiative!

For any question, please contact us at roni@metc.org.il or ariel@metc.org.il

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Support Tools

Sample questions for Video Calls

* the pupils in both groups should be pre-instructed to answer properly on these questions, through matching vocabulary, grammar and props when needed.

1. What do you like about your school?
2. What subjects are studied in your school and which are your favorites?
3. What is special about your school?
4. What do you do in each class (sport, art, music)?
5. What do you do after school? (Hobbies, activities. Do some pupils play an instrument? What do they play?)

Questions for the second Video call – school and the environment

MY CITY / VILLAGE

1. What do you like about your school?
2. Pupils can prepare in advance pictures\ presentations\ clips and send to the other group.
3. Is your City / Village young or old (how old is your village\ city)?
4. Is your City / Village small or big? How many citizens are living in it?
5. What are the places you like about your City / Village and why?
6. What is special in your City / Village?

**MY COUNTRY**

1. What is special about your Country?
2. Where is it located? What are the common landscape shapes in your country?
3. Who are your neighbors?
4. What is the site you like to take trips to in your country?

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*Questions for the third Video call – traditions*

- Prepare in advance images and video clips that represent your traditions and holidays.
- Study what the pupils of the other class have written about their traditions.
- Prepare questions to learn more:
  1. We see that you also have a holiday where you wear costumes. What is this holiday about? Why is it celebrated?
  2. A holiday about light. Why is it celebrated? What does the light/fire represent?
  3. What do you eat on...?
  4. Do you have a special favorite food?
  5. Is there any food you don’t really like but you eat anyway?
  6. Do you fast?
  7. Can we exchange recipes? Send in a presentation or document, try to cook and make a video of the process / result for the other class.

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*Questions for the fourth Skype call – music*

1. Do you play an instrument? Which?
2. What kind of music do you play? By yourself or in a band\ group?
3. Do you like traditional music?
4. Prepare a traditional song for the other school... Explain the lyrics, sing the song.
5. What singer\ band do you like? Why? What kind of music do they play?
6. How important is music for you in the daily life? When do you hear it?

Questions for the fifth Skype call – children’s rights

1. We’ve learned about the right to receive education... how is this right observed in your country?
2. We’ve read about the right to receive education... how is it in the other country?
3. Compare the way the right to receive education is observed in each country.
4. Tell the pupils in the other group about your options regarding the right to receive education, and how you would improve this right. What would you like to improve about education in your country?

Questions for the fifth video call – sustainability

1. Read what the pupils have written about sustainability.
2. Add information about environmental protection and why it is important to preserve the planet we live on for future generations.
3. Compare environmental protection traditions in different countries. Find similarities and differences.
4. Ask the other pupils about their traditions in order to learn more about similarities. Present the differences to them.
Questions for the sixth video call – accepting the other

Prepare a song, clip, animation, symbol, image, statue or sticker that summarize the learning process in this collaboration (for example, about accepting others and those who are different) and teach the other group. Explain why you chose this and what values it represents.