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The Future of International Digital Learning K-12

Report from the Global Cities, Inc. Symposium
By Marjorie B. Tiven

May 12, 2016, New York City

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About

Global Cities, Inc., a program of Bloomberg Philanthropies, works to cultivate the next generation of global citizens and to improve how cities across the world connect and communicate. Its signature program Global Scholars connects 10,500 students ages 10-13 to one another through a shared original curriculum and a secure e-classroom. There is no charge to schools for participation in Global Scholars. For more information, please visit www.globalcities.org.

Marjorie B. Tiven is Founder and President of Global Cities, Inc., a program of Bloomberg Philanthropies. From 2002 through 2013, she served as New York City Commissioner of the Mayor's Office for International Affairs, under the administration of Michael R. Bloomberg.

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Purpose and Pedagogy

Programs that teach students to become global citizens and appreciate cultural differences are not new in our education system. While there has been growing acknowledgment that it is valuable for students to develop global awareness, such initiatives are still viewed by educators as frills outside the curriculum, ones that might be included after school or in subjects that are tested less frequently than math and English. At the same time, many educators have assumed that true global learning would require international travel. This, of course, created an enormous challenge for most students—who could not afford the costs.

The expansion of technology has created new opportunities for students from every community, regardless of income, to explore the world.

Two significant changes have occurred during the past decade that have shifted the way educators think about global learning and its place in our K-12 education systems. First is growing anti-immigrant and xenophobic political trends around the world, leading to an urgent need to teach tolerance and appreciation for cultural differences. Second is the expansion of technology to classrooms throughout the globe. This has created new opportunities for students from every community, regardless of income, to explore the world, learn about different cultures, and have positive experiences with students from other countries.

International digital exchanges have developed in this challenging new environment, offering global experiences to children in their own classrooms and gaining attention among civic leaders and educators. Yet, how much do we know about the educational value of international digital exchange programs? Can we identify the characteristics of a successful initiative? Do we know what kinds of learning experiences will reinforce positive attitudes and behavior when our students confront cultural differences? Can global digital exchange programs support a broad range of curricular goals and will they have a positive impact on student learning? Finally, what kinds of resources and support do school district officials, principals and teachers need to implement effective global digital exchange programs?

For the first time, Global Cities, Inc., a program of Bloomberg Philanthropies and a leading innovator in international digital education, convened civic leaders and educators in New York City on May 12, 2016, to address these questions about the value and purpose of global digital exchange programs and to discuss educating the next generation of global citizens by embedding global and cultural competence in K-12 education. The Symposium explored the example of Global Scholars, a digital exchange operated by Global Cities, Inc., as well as three other international exchanges: Kizuna Across Cultures, Out of Eden Learn, and Reach the World.

The *Global Cities Symposium on the Future of International Digital Learning K-12* succeeded in developing a framework for understanding the pedagogic value of global digital exchange by exploring lessons from school districts with experience using international digital exchange and asking education leaders and practitioners to discuss their goals, curricula, and program design. The discussions also advanced awareness of the varied elements that contribute to effective programs. The following framework was developed from the expert testimony at the Symposium.

1

What is the value of global digital exchange programs?

"Today, you've been hearing about the value of using technology to foster exchanges between students around the world. Giving students the ability to interact with and understand different cultures is critical to building a brighter future.... Combating cultural ignorance—and the fear and intolerance it breeds—begins with young people. When we give students positive experiences with students from other countries, we not only enhance their educational journeys, we lay the foundation for a more peaceful world."

**Michael R. Bloomberg,
108th Mayor of the City of New York**

Global digital education is important for young students, especially in the current climate of growing intolerance. These programs offer an accessible, low-cost opportunity to educate students for today's global challenges. Taking advantage of numerous and more powerful computer devices with better internet connectivity, and social media culture, schools can enlarge their classrooms by connecting to classes in distant cities.

Former mayor of Philadelphia Michael A. Nutter made a powerful argument for the urgent need for a global education for students living in cities. He emphasized that America cannot succeed by becoming more insular and that the first line of defense against inequality and prejudice is a global education.

Students in one program described increased empathy for different cultures and awareness of the stereotypes they held about others.

Mayor Nutter noted that as the world continues to shrink, global competency skills will become more critical. He recommended that more youth become competent in a second language and be exposed to different cultures.

Both Mayor Nutter and Harvard Professor Fernando Reimers noted that collaboration with others is integral to democracy and democratic values. Global experience is a necessary part of twenty-first century education, and directly connecting with students from other countries may provide an exceptional opportunity for students to learn from each other.

While recognizing that technology is not a substitute for a teacher or a parent, Mayor Bloomberg emphasized that technology has made it possible to offer global experiences to every student regardless of income.

Mayor Bloomberg also emphasized that we need to foster tolerance at an early age, and that global digital education programs like Global Scholars can do this. Technology allows students worldwide to communicate with one another and break down the barriers of ignorance and misinformation that have contributed to so many of the world's problems.

By connecting a wide variety of schools from many countries in e-classrooms, students and teachers gain an understanding of today's global challenges and an appreciation of cultural differences. Students in the program Kizuna Across Cultures described increased empathy for different cultures and awareness of the stereotypes they held about others.

Professor Reimers referenced the 2012 Council on Foreign Relations report, "U.S. Education Reform and National Security," which warned of a burgeoning knowledge gap in geography, critical foreign languages, and cultural competence among American students. While global exchange programs can hardly meet the full scope of this national need, they are an accessible and cost-effective way to spark curiosity about the world and inspire young students to learn.

2

What is the impact of global digital education on student learning?

"There is room and space and need for interventions at every point in the trajectory that would make students globally competent, from kindergarten to graduate school. I think that the Global Scholars program addresses a very important need, because it is targeting a level where less people are focused at the moment. There is a fair amount of activity at the high school level, quite a bit at the elementary. Middle school is a bit of an orphan in that space. That makes it a great strategic choice."

**Fernando Reimers,
Harvard University**

Having an audience of international peers sparks a surge of engagement and friendly competition among students. For example, when students see how well others in their e-classroom write, they are motivated to improve their own writing skills.

Students gain a range of communication skills. They use writing, speech, and digital media to tell stories, present information and opinions and interact with people from various cultures. They can use these skills closer to home when communicating in their own schools.

Students develop interest in learning more about unfamiliar people and places, together with gaining new insights into their own lives, communities, and identities. They learn strategies for situating their own lives within broader geographic, cultural, and historic contexts.

Some curricula, such as Global Scholars and Out of Eden Learn, are designed for students to first see global issues as they appear in their own city. Out of Eden Learn emphasizes the importance of "slowing down" to observe and reflect.

By exchanging these observations with people in other countries, students examine an issue that affects them all, thereby linking the global to the local. Imagining ways to address a global issue locally promotes critical thinking, an approach that is broadly applicable.

For example, to learn about renewable energy sources, Global Scholars' classes created virtual tours of local buildings, which they examined in depth, proposing improvements to make these buildings more sustainable. When students learn in this tangible way, it deepens their understanding of the subject matter and their community.

Students learn strategies for situating their own lives within broader geographic, cultural, and historic contexts.

Educators value these real-life experiences because they provide rich material and can stimulate more creativity than a traditional "worksheet" approach. They also allow students to relate what they are learning to their future plans. The program Reach the World described positive outcomes in students ability to connect what they study in class with what they might do when they graduate.

Seeing how classmates from other countries pursue the same assignment spotlights the role of culture in how we think and what we learn.

3

How do global digital exchange programs support broader curriculum goals?

"The program design itself is in alignment with the skills we want students to master in terms of writing, speaking, researching, engaging in topics that are of global importance. And with the increased use of technology in schools, I believe schools have a bit of a civic mission to guide students in how to morally use that technology in a constructive manner."

**Robert Brazofsky,
Miami-Dade County Public Schools**

Global digital exchange programs teach skills that have broad applicability across K-12 curricula.

Most digital exchange curricula are interdisciplinary, and schools can use these opportunities to accomplish specific goals.

Curricula can be integrated into various subject areas, including science, math, language arts, social science and technology.

In the Global Scholars and Out of Eden Learn programs, where an interdisciplinary curriculum is provided, educators from multiple disciplines can work together to plan their classes. This is especially the case in schools teaching English as a second language. In these schools, it is not uncommon for the faculty to teach the Global Scholars curriculum collaboratively, each overseeing the portions that match their subject area. In Barcelona, the social science, English, technology and art teachers work as a team.

Other programs do not have a predetermined curriculum, but instead support teachers in creating curricula that integrate digital exchange. Reach the World's international travelers and classroom teachers jointly develop activities based on what students are already studying. An earth science class might connect with a traveler working on geology in the Rift Valley.

The popularity of digital exchanges comes in part from their use of technology tools for communication. The world increasingly operates by digital means, making mastery of digital technology, especially digital communication, an imperative no matter what the subject.

Some program models use a broad range of technologies, including multimedia, video editing, and graphic design. Students and classroom teachers learn to use these tools—which are fully integrated into the curriculum.

Student-directed projects are a prominent feature of many global digital exchanges. They encourage critical and creative thinking by asking students to work collaboratively to address problems and propose solutions. Many teachers find that such collaboration enhances the quality of the lesson, with students being able to bring their own ideas and expertise into the classroom.

Global digital exchanges have been successful in promoting English language practice and literacy. Schools teaching English as a second language value an international audience for student work, and a curriculum that provides English language practice in context.

Native English speakers also benefit by learning to communicate with peers in a digital classroom. These skills are transferable to many subjects—in math for writing and solving word problems and explaining their answers, or in social studies for writing essays and summarizing research.

Curricula can be integrated into various subject areas, including science, math, language arts, social science and technology.

Global Scholars teachers report that the quality of writing has improved significantly across subjects among students participating in the program.

In Kizuna Across Cultures, one English class in Japan is paired with one Japanese language class in the U.S. All students gain the opportunity to practice a foreign language with native speakers.

4

What should school districts consider when choosing a global digital exchange program?

"Our vision—and the reason we believe in the importance of connecting students internationally in digital classrooms—is to inspire kids to learn about the world and appreciate diversity, not fear it. Cities like Barcelona, Ft. Lauderdale, London and Miami have been pioneers in integrating a global perspective into their existing curricula. Global digital exchanges allow students from far-flung cities to work on a problem all cities share and develop the skills needed to live in an interconnected world."

**Marjorie B. Tiven,
Global Cities, Inc.**

Marjorie B. Tiven, founder of the Global Scholars program, offered a protocol for school districts to use to assess global education products and services.

International digital exchanges, under the supervision of classroom teachers, can work for elementary and middle as well as secondary schools. Some of these programs have the significant benefit of low cost-of-entry, expanding access to global education to a broader population of students in public schools.

From a phone survey of 16 large urban U.S. school districts in January 2016, Global Cities learned that many districts want to pursue learning opportunities for their students to build global competency skills and spark their interest in the larger world.

Some districts reported being contacted by vendors promoting various global education products and services. Categories include curricula, platforms, and experiences, many of which are labeled "global."

Districts also reported that they have limited information to assess what is offered.

Even within the category of global virtual exchange programs, there is great variation in what they do, whom they connect, how they operate, and how they are integrated into school curricula.

Education leaders will want to assess global education products and services in the context of their district's education goals and objectives.

Some of the questions school districts might ask vendors include: Who is being connected? What are the ages of the students? Is the program led by classroom teachers? How many hours a week and weeks a year does it operate? Is there

a curriculum? How can learning activities be integrated into existing school curricula? How are teachers supported? Who provides professional development and how does it work? What technology is required and what technology is accessible to schools in your district?

Even within the category of global virtual exchange programs, there is great variation in what they do.

Are the exchanges similar to social media—asynchronous with students logging on, posting, and receiving responses later? Are there any live experiences for students? Are there live experiences for teachers? What language(s) are used? Are there fees? How is student information protected? Most important, what is the purpose of the program and does it align with the school district's vision?

These questions will help districts discuss products and services with vendors, assess the offerings, and select programs that match district needs. More information about these questions can be found in the companion document, "Top Ten Questions to Ask About Global Digital Exchange."

5

What is the role of leadership in ensuring a successful global digital exchange program?

"As a principal I had to support it. I had to pop into classrooms, celebrate it. One of my mantras is always 'celebrate approximation.' So, even if it's not going well, I need to come in and then I need to shoot a note or post a note to the teacher saying, 'It was great that you did this.' I definitely needed to be the cheerleader of the program and to make sure that the time and space were there for teachers to learn it, to explore and to make mistakes and feel safe doing so."

**Linda Rosenbury,
Principal, New York City**

Successful global digital exchange programs require strong support from school system leadership, both district leaders and principals.

In an exit survey, Symposium participants identified challenges they anticipated in implementing online exchanges in their district. The most frequently-mentioned were: access to technology, curriculum integration and scheduling, and teacher willingness to embrace a new way of teaching.

Classroom teachers need adequate infrastructure, time for professional development, and continuous permission and backing to try something new.

Administrators can boost the chances of success by encouraging teachers to learn, explore, and make mistakes while piloting a program.

Administrators can suggest how digital exchange programs might fit into existing curricula, especially by calling attention to how they support relevant state standards. For instance, they might point out connections to standards for language arts or writing, science and technology, and especially ones involving critical thinking.

By encouraging appropriate personnel to get involved, superintendents and chief academic officers can promote global learning across grade levels and subjects.

District technology directors, who spend a lot of time facilitating infrastructure, should be kept informed of new content to actually use technology in the classroom. They should be encouraged to address issues of access to technology.

Leaders at every level of the school system can mobilize public support for global education programs so that elected officials understand their value. This would be particularly important when school districts make budget decisions.

Classroom teachers need adequate infrastructure, time for professional development, and continuous permission and backing to try something new.

Elected officials must lead, too. Whether or not mayors have legal authority over their schools, they must galvanize people around the goal of educating our students for the global challenges of the twenty-first century.

There is also a role for philanthropy and business to support superintendents in addressing the issue of the cost in order to scale up programming for an entire school district. Mayor Nutter underscored that when philanthropy and business fund a program, it is more likely to endure past any mayoral administration or superintendent's tenure.

6

What practical advice can school districts offer about implementing global digital exchanges?

"Sometimes teachers didn't know how to use the technology. This puts them into a situation where they can learn together, teachers and students, and that's very important. It's very important for the kids to see that they can learn together. The motivation that this project has provoked in those kids has been so big that even parents were saying, No, we cannot miss that."

Mònica Pereña,
Catalan Regional Ministry of Education,
Spain

The following advice is gleaned from pioneering school districts and program practitioners who participated in the Global Cities Symposium.

The Catalan Regional Ministry of Education notes that students can help teachers with instruction in digital tools.

International digital exchanges are relatively new and fast-evolving. At this stage, many educators have limited experience. They benefit when digital exchange programs provide strong professional development for classroom teachers.

Education leaders reported the impact of professional development on teaching and learning, not only in the e-classroom but in other work. In Medford, MA, following a 16-class demonstration of Global Scholars, Superintendent Roy Belson attributed a rise in language arts test scores at least partially to program participation.

Education leaders urged districts to implement global digital exchange programs for students at an early age. Global Scholars focuses on middle schools, where there is a particular need and benefits are immediately apparent. Reach the World works with students from K-12 and Out of Eden Learn has worked at several levels, including pre-primary.

All global digital exchanges benefit from a core pedagogic purpose. They are well-positioned to motivate students to develop global awareness, investigate the world, appreciate cultural differences, and gain digital literacy. At the same time, each educator can use these programs to advance additional school-specific goals.

Administrators can send the message to principals that this is not an extracurricular activity or somehow unrelated to the day-to-day learning that goes on in their schools.

Teachers should see global digital exchange programs as supportive of the curricula they are already teaching and not as additional work for them.

Programs works best when teachers are enthusiastic; when students find the programs "fun," they are more likely to learn.

All global digital exchanges benefit from a core pedagogic purpose.

Not every educator begins with the same level of global competency. Professional development, coaching, and other means of support have been used to make teachers comfortable with the program.

Endnote

The Global Cities Symposium of May 2016, attended by leaders and representatives from 25 U.S. school districts, including 20 of the largest districts in the country, offered a chance to compile early lessons from the developing field of international digital exchange, allowing educators interested in this opportunity to benefit from the experience of pioneering districts. The themes that emerged offer important guidelines about ensuring adequate technology, professional development, and broad support from teachers to the highest administrative levels, as well as emphasis on clear curricular goals and selecting a model that aligns with the needs of each school.

The promise of international digital exchange programs is bright, with the potential for this low-cost, high-reach approach to expand global education opportunities to more students and younger students than was previously possible. International digital exchange programs offer a hopeful and constructive path for action for educators to counter recent trends of xenophobia and intolerance.

Using digital exchange programs thoughtfully, school districts can plant seeds of cross-cultural communication and curiosity about the world at an early age. Because these programs feature project-based learning and emphasize critical thinking, students learn to develop original opinions based on real-world evidence. This is good preparation to move past unfounded stereotypes they may hear along the way and to be conscious of new and different perspectives throughout their lives.

At the Symposium, school district leaders observed benefits they had seen among their teachers, students, and school cultures. The potential benefits extend even further—to improving our collective knowledge of what works and to building student skills and broader outlooks in this increasingly digital, interconnected world. International digital exchange is still at an early stage. Many questions remain about optimal implementation and potential student impact. The present framework is designed to equip school districts to explore global digital exchange programs in their own communities.

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Top Ten Questions to Ask About Global Digital Exchange

Companion to The Future of International Digital Learning K-12

**Adapted from a Presentation to U.S. School Districts
At the Global Cities, Inc. Symposium, May 12, 2016, New York City**

By Marjorie B. Tiven

Top ten questions to ask about global digital exchange

The civic leaders and educators who convened in New York City at the May 12, 2016 Global Cities, Inc. Symposium discussed the need to build global understanding into K-12 education. (Full participant list on page 9.) One challenge they identified is the plethora of products and services on offer. School leaders who want to incorporate global perspectives into the classroom face a vast array of options. Many products and services tout the word "global," but these differ significantly from one another. Even the categories are different. Some focus on professional development for classroom teachers, either in person or online, such as Global Kids and VIF International Education. Others prioritize curricula about global issues for teachers to access on their own, such as AFS Teacher's Toolbox, Bridges to Understanding, and TeachUNICEF.

The Global Cities Symposium focused on another category: **providing curricula plus actually connecting groups of students in e-classrooms through a global digital exchange.** Taking advantage of social media culture and the widespread availability of computer devices with internet access, digital exchanges allow educators to expand their classrooms by connecting to classes in distant cities. Tech-savvy, direct peer-to-peer learning programs can develop student skills in investigating the world, recognizing perspectives, communicating ideas and taking action—the four skills identified by the Asia Society and the Council of Chief State School Officers as the core capacities of "global competence."[1]

Symposium participants—including chief academic officers, ministers of education, and principals from 25 urban U.S. school districts, as well as representatives from Barcelona, London and Warsaw—shared their first-hand experience with international digital exchange as an increasingly accessible opportunity to enlarge their students' world. They explored benefits to students and teachers and shared tips for implementation success. A key point was that the needs of school districts vary, so no single digital exchange program can be the right fit for every school. Global digital exchanges also vary in what they do, how they operate, and whom they connect; one size does not fit all.

In order for education leaders to make the most of the opportunity for schools to connect and collaborate globally, it is necessary to understand how programs differ and exactly what they do offer. At the Symposium, four cities—Barcelona, Ft. Lauderdale, Miami and New York City—discussed how they implemented our Global Scholars program. Three other global digital exchanges—Out of Eden Learn, Kizuna Across Cultures, and Reach the World—presented their models.

The questions below were developed as a guide to help education leaders ask the critical questions about any digital exchange on offer. While each question is important, we inverted the order to put special emphasis on question Number 1. (Hint: it has everything to do with finding the right fit.)

[1] *Boix Mansilla and Jackson, "Education for Global Competence: Preparing Our Youth to Engage the World," Asia Society and Council of Chief State School Officers, 2011.*

10 · Who is being connected?

Confirm with whom your students are being brought together, where the other parties are located, and what is the organizational structure. Global Scholars brings together students living in urban areas in the United States with students living in urban areas in cities worldwide in multi-city e-classrooms. Out of Eden Learn follows the unique seven-year walk of journalist Paul Salopek along the migratory paths of our earliest ancestors, bringing together K-12 classes from the United States and other countries in age-appropriate, geographically-diverse, digital "walking parties." Reach the World connects classes in the United States each with a traveler abroad. Kizuna Across Cultures connects Japanese language classes in the United States with English language classes in Japan.

9 · How old are the students your schools want to engage?

Programs target different age groups. Before computing power made it possible to connect classrooms digitally, student exchange programs meant study abroad and were geared mainly to college students. Digital programs offer a different kind of opportunity, which can also be eye-opening, for students as young as pre-kindergarten. The Global Scholars program is for students ages 10 to 13.

8 · How does the program make its matches?

Do they bring classes together with their peers? If so, is one school in the U.S. matched with one school in another country? Or is one class connected to classes from several countries? Or, is a class matched with one adult, such as a traveler, journalist, or teacher? Yet another model focuses on bringing together students from particular regions, such as linking students from regions of conflict with students across national borders.

7 · What are the costs?

The major cost should be teacher time—for preparation, professional development, and for leading and monitoring the classroom. Some programs have no additional cost; some charge a fee. Further investment in technology should not be needed. More about this in question 3, below.

6 What's being exchanged?

Stories? Foreign language instruction? Skills to discuss difficult topics with peers from other cultures? Solutions to global problems? The most robust programs have a clear curriculum and focus on specific subject matter. Be sure to look into the details of what students will be studying or sharing in order to advance your larger education goals.

5 What is the purpose?

Look carefully at the program's stated goals, both immediate and long-term, and how they align with your educational vision. Some offerings have multiple goals. For example, Global Scholars uses a curriculum about an important global topic, but mastery of the subject matter is only one objective. The broader purpose is global citizenship, in particular building the skills of "global competence" cited above (investigating the world; recognizing perspectives; communicating ideas and taking action, Boix Mansilla, 2011).

4 How does the digital exchange actually work?

Most are asynchnonous, not live. They don't take place in real time for obvious reasons, such as different time zones and school schedules. Students connect by posting to multimedia discussion boards in an e-classroom on a digital platform. They log on, post, and receive responses in due time. Some programs also use real-time connection technology (Skype, WebEx) on occasion.

Other operational questions: Is the program led by classroom teachers? Can students sign up without the guidance of a teacher? Confirm that there is a curriculum, and ask to review the content. A few programs do not provide a set curriculum, but work instead with schools to fit digital exchange experiences into their existing curricula.

Ask about the pedagogical approach. Is it project-based learning? Does it emphasize problem-solving and critical thinking? Since working in a digital classroom is new to many teachers, an important question is how the classroom teachers are supported. What does professional development look like? Is it live and interactive? Does professional development include training in the digital tools students will use? What are the means for assessing student work? Ultimately, you want to identify the full package that best supports your teachers and students.

3

What technology is needed? First, hardware.

Be skeptical and investigate carefully any suggestions that you need to spend more money for technology. Most likely, whatever hardware and reliable high-speed internet service you already have will work for digital exchanges. If your students have access to a computer or tablet, and have a reliable internet connection, they have enough for asynchronous exchanges. The platform itself should not need to be downloaded.

In some instances, live connections are also used. This may be for occasional Skype meetings between classes. Or it may be to bring teachers together for professional development via WebEx. In some models, the live connection is an integral part of the program, bringing together students via videoconference to discuss a subject they have been studying together, distantly, through a common curriculum.

If a program features a live connection between U.S. students and students in another country, then it is important to ask whether specialized videoconferencing software, or a higher bandwidth, is required. But even a live component doesn't necessarily mean costly products. Free services such as Skype and WebEx may not be the same quality as high-end products for sale, but most of the time, they do the job of connecting people online adequately—whether teachers from a dozen cities on WebEx for professional development, or classes from two distant cities meeting via Skype.

Next, software. The technology considered thus far is what you need to connect to classes globally. Separately, what about the tools used in an e-classroom to participate and communicate ideas? Some digital exchanges use more tech tools than others, depending on the program model and the capacity of their digital platform. More tools should not mean more cost. There are downloads for an array of products for graphics, multi-media, and video and audio editing.

Another tech question concerns your state's technology standards. It would be helpful to know if your state mandates use of certain technology skills to achieve curricular goals. Then you can determine whether a particular program can help meet that mandate. Why not show how global digital learning is also advancing state goals?

Security and privacy are important to consider. Is the platform password protected so no one outside the program can sign in? (That's why we do virtual tours and why you cannot visit the Global Scholars e-classroom uninvited.) Is the classroom moderated? By whom? And for what? What student information is required? Is online safety addressed directly as part of the curriculum? Before you enroll your students in a digital program, these are some of the security questions to consider.

2 How much time is required?

What is the duration of the program, and how many hours a week are required? In terms of calendar time, there are global exchanges of varying lengths – from short-term to full-year. There may be a weekly time requirement on the part of the program, such as a minimum of two hours a week for the full academic year. But the answer to how much time it takes each week, and where that time comes from, depends on figuring out question Number 1...

1 Where and how does it fit?

Schools fit digital exchange programs into their curricula in different ways. It depends on how educators view these opportunities. Here are four examples from the program we know best, Global Scholars.

In Medford, MA (Boston metro), four teachers integrated Global Scholars into the social studies curriculum in all 7th grade classes for the full year. In Fort Lauderdale, FL, when the Chief Academic Officer convinced principals that this work is not a frill, unconnected with day-to-day learning in schools, it led to an enormous jump in Global Scholars enrollment and integration into classes including English Language Arts, world history, science, global perspectives and critical thinking. In Barcelona, a key feature to integrating Global Scholars is a cross-disciplinary approach including two to four subjects, coordinated by the English teacher. The subjects might include math, science, history and/or art. Several London schools piloted Global Scholars as an afterschool program, and then decided to move it to the school day the following year as a required interdisciplinary class.

The decision about time and fit belongs to the school leaders. You know your district, and your schools, best. Principals and teachers can be very creative about finding time and devoting attention, if they feel that a program fits their curriculum and will capture their students' enthusiasm.

These ten questions should arm you with the information you need to see what programs might bring this new and exciting form of global education, digital exchange, into your schools.

U.S. School Districts
Attending the Global Cities, Inc. Symposium, 2016

California	Oakland Unified School District
	Corona-Norco Unified School District (Riverside County)
	Los Angeles Unified School District
Florida	Miami-Dade County Public Schools
	Ft. Lauderdale/Broward County Public Schools
Georgia	Clayton County School District (Atlanta)
Maryland	Baltimore County Public Schools
	Baltimore City Public Schools
Massachusetts	Boston Public Schools
	Medford Public Schools
Missouri	St. Louis Public Schools
Nevada	Clark County Public Schools (Las Vegas)
	Washoe County Public Schools (Reno)
New Jersey	Newark Public Schools
New York	Buffalo Public Schools
	New York City Department of Education
North Carolina	Charlotte-Mecklenburg Schools
Pennsylvania	School District of Philadelphia
Rhode Island	Providence Public Schools
Texas	Austin Independent School District
	Aldine Independent School District (Houston)
	Houston Independent School District
Utah	Granite School District (Salt Lake City)
Virginia	Richmond Public Schools
District of Columbia	DC Public Schools

Attendees
Global Cities, Inc. Symposium, 2016

Lisette Alves	Miami-Dade County Public Schools
David Andrews	National University
Frances Arricale	Global Cities Advisory Board
Scott Bailey	Washoe County Public Schools
Martin Bates	Granite School District
Desiree Peterkin Bell	Democratic National Convention Committee
Preeti Birla	New York City Department of Education
Roy Belson	Medford Public Schools
Elizabeth Bender	St. Louis Public Schools
Robert Brazofsky	Miami-Dade County Public Schools
Kriner Cash	Buffalo Public Schools
Julia Charles	Los Angeles Unified School District
Eric Contreras	New York City Department of Education
Paul Cruz	Austin Independent School District
Dallas Dance	Baltimore County Public Schools
Stacey Davis	Baltimore City Public Schools
Traci Davis	Washoe County Public Schools
Rosemary DiCarlo	Global Cities Advisory Board
Devin Dillon	Oakland Unified School District
Liz Duraisingh	Out of Eden Learn
Verna Eggleston	Bloomberg Philanthropies
Ester Fuchs	Columbia University
Daniel Gohl	Broward County Public Schools
Thomas Golden	Global Cities Advisory Board
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Michele Henriquez	Charlotte-Mecklenburg Schools
Sarah Holloway	Columbia University
Andrea Kane	Richmond Public Schools
Joshua Koen	Newark Public Schools
Ebony Lee	Clayton County Public Schools
Michael Lin	Corona-Norco Unified School District
Cheryl Logan	The School District of Philadelphia
Meg Louis	Global Cities, Inc.
Christopher Maher	Providence Public Schools
Kate McNamee	District of Columbia Public Schools
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Fran Newberg	The School District of Philadelphia
Michael Nutter	98th Mayor of Philadelphia
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