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|  | | Comparative Population Growth Policies (17 UN Goals) | |
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|  | ***Physical***:  Wide range of physical learning spaces on campus to match experience  Physical settings off campus/ community/ place-based  Field studies | | * Students draft plans in the seminar room * Media room with green screen to create documentary |
| **SPACE** | ***Virtual spaces 24/7***  Synchronous  Asynchronous | | * Interview experts on virtual platform- Google Hangout * Students will investigate policies via using “[International Country Codes”](https://goes.gsfc.nasa.gov/text/web_country_codes.html) |
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|  | Task determines time  Teachers work with students to bid for on-site segments over week and month in school  Independent self-monitoring off campus | | * Formal planned seminar during inquiry block * Virtual sessions are synchronous with global policy network teams in range of countries- some at school/ others evenings given time zones. * Net based policy search - independently organized and monitored |
| **TIME** |
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|  | Personalized: on-site/virtual  Field experience based on quest  Multi-age based on learning progressions  Grouping with virtual network on an ongoing basis  Individual connection with open public site | | * Students are grouped by inquiry team for seminar; * Individual students conduct virtual interviews with global network teammates from host country schools. * Students seek member spaces in networks with common interests |
| **GROUPING** |
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|  | Teacher has multiple affiliations:  Inquiry quest groups  Coaching individuals  Virtual/onsite direct teaching  Seminar/webinar  Global cyber faculty | | * Inquiry adviser co-creates/facilitates * Teachers on team run seminars on key knowledge points * Virtual experts from think tanks * Organizations involved with population policy development * Teachers network with professionals for growth and common interest |
| **PERSONNEL** |
|  |  | |  |
| A ***physical space***is a learning space that teachers and students can design to serve diverse tasks and support more student-centered or open-ended learning experiences.  The ***plus space***extends the physical space to invite virtual networking. [Teacher Driven]  The ***public space***is an intentional and dynamic physical or virtual space that students and teachers can redesign and rearrange depending on the task. Furniture and technology vary, and everyone has access to this space. This space includes the physical and plus spaces, but it is not teacher controlled. [Teacher and Student Co-Created]  ***Member space*** is the first level of affinity space. Physical and virtual member spaces are dynamic and intentional, authentically representing the task’s demands and the needs of all involved. Unlike physical member spaces, however, virtual member spaces are intuitive rather than planned and are student directed. These spaces are responsive to just-in-time student needs, and the student initiates the need. Member spaces include physical, plus, and public spaces. They are differentiated from public spaces because the student, at this level, independently knows where to seek out needed information. [Student Driven]  The ***mentor space***, the second level of affinity space, is where learners solicit information and feedback from the space’s expert or professional members or from someone with vetted credentials. This is also a space where the learned individual may be a student—particularly those who have been valued community members in a learning or member space for a long period of time, and who have built trust and demonstrated essential expertise to other members. | | | |