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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 experiencePhysical settings off campus/ community/ place-basedField studies |  * Students draft plans in the seminar room
* Media room with green screen to create documentary
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| **SPACE** | ***Virtual spaces 24/7*** SynchronousAsynchronous | * 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 timeTeachers work with students to bid for on-site segments over week and month in schoolIndependent 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
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| **TIME** |
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|  | Personalized: on-site/virtualField experience based on questMulti-age based on learning progressionsGrouping 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
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| **GROUPING** |
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|  | Teacher has multiple affiliations:Inquiry quest groupsCoaching individuals Virtual/onsite direct teachingSeminar/webinarGlobal 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
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| **PERSONNEL** |
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