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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** |
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