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Introduction

“You can’t just explore the world from a textbook”
5th grade Out of Eden Learn participant, Marblehead, Massachusetts, USA

Out of Eden Learn is a unique online learning community that accompanies Paul Salopek’s Out of Eden Walk. Classes, after school programs, and young people from around the world are clustered into small, diverse learning groups to undergo a “learning journey” together. They complete weekly activities, post their responses, and read and respond to others’ posts.

Out of Eden Learn is an initiative of Project Zero, a research center at the Harvard Graduate School of Education, in collaboration with journalist Paul Salopek. With generous support from the Abundance Foundation, our community is open to all schools and students, free of charge.

This document is designed as a guide for you, our educator partners. In it, we explain our learning goals and some of the thinking that informs our curriculum design. We also provide useful tips and best practices to direct your learning journeys and supplement class activities. We hope that it will be a useful planning tool. Please note that we will add to and refine this document as our learning community develops and grows. This version of our educators’ guide specifically refers to the learning journeys we are offering from September 2015 to August 2016.

Email: learn@outofedenwalk.com
Website: learn.outofedenwalk.com
Instagram: @outofedenlearn
Twitter: @outofedenlearn
Facebook: facebook.com/OutofEdenLearn
YouTube: youtube.com/c/OutofEdenLearn
Learning goals

Out of Eden Learn is deliberately designed to invite a variety of learning experiences and to encourage curiosity about the world and other people. Educators incorporate Out of Eden Learn into a wide variety of teaching contexts – for example, weekly technology classes, English language and literature courses, lunchtime or after school enrichment clubs, history and geography lessons, photography courses, and in preschool and elementary school classrooms. The learning goals we set forth below are not designed to be prescriptive or confining. However, they have helped us to focus our curriculum design and may help you to identify and plan for potential connections to your existing practice and/or curriculum.

Out of Eden Learn invites young people and educators to:

- **Slow down** to observe the world carefully and to listen attentively to others
- **Exchange stories** and observations about people, place, and identity
- **Reflect** on how our own lives connect to bigger human stories

We hope that by taking one of our learning journeys participants will develop:

- Strategies for slowing down to engage in close looking and careful listening
- A curiosity to learn more about people and places that are not familiar to them
- New insights into their own lives, communities, and identities
- Strategies for situating their own lives within broader geographic and historic contexts
- An inclination and ability to make connections across context, time, and place
- A range of communication skills, including telling stories and interacting with people from varied backgrounds

What is the Out of Eden Walk?

On January 10th, 2013 two-time Pulitzer Prize-winning journalist and National Geographic Fellow Paul Salopek set off on an epic 21,000-mile, multi-year walk around the world. His Out of Eden Walk attempts to retrace the migratory pathways of our early human ancestors, as discernible from the archaeological record and emerging scientific knowledge.

Paul’s starting point was Herto Bouri, the famous early hominid fossil site in Ethiopia’s Rift Valley. From there he crossed the Afar desert, accompanied by three local guides and camels laden with supplies, including laptop-charging solar panels. Hundreds of miles later, he entered Djibouti, from where he boarded a ferry packed with...
bleating sheep and goats to cross the Red Sea. He then inched up the Saudi Arabian coastline, crossing the remote Hejaz region, closed to outsiders for almost a century, before entering the kingdom of Jordan. He proceeded through multiple security checkpoints into Israel and the West Bank, spending time in both Israeli and Palestinian communities, literally weeks before the military crisis of 2014 unfolded. To avoid other conflict zones within the Middle East, he took a boat from Haifa to Cyprus and walked across that divided island. He then continued through the history-steeped lands of Eastern Turkey, where he explored the Syrian refugee crisis. At the time of writing, he has just left Tbilisi, Georgia after a nine-month hiatus from walking. He will proceed out of the Caucasus region along the ancient Silk Road towards China.

Over the next few years he will travel on foot across Asia before catching a boat across the Bering Strait from Siberia to Alaska. He will then walk down the entire length of the west coast of the Americas, ending his journey in Tierra del Fuego, Patagonia – the last corner of the continental world to be settled by humans approximately 12,000 years ago.

By walking through the world instead of jetting in and out of news stories, Paul takes the time to observe the world closely and to listen carefully to many different people. He tells stories that would otherwise not be told and incorporates many different perspectives into his writing. As he walks, he also uses our deep past as a sounding board for interpreting contemporary issues and assessing where we have come in our unfolding human story. In this way, his experiment in “slow journalism” serves as a counterpoint to today’s fast-paced, 24-hour news media.

Paul writes regular online dispatches from the trail for National Geographic into our learning journey. You can browse through National Geographic’s archive of his dispatches or search by theme through a resource that we offer (located under the “Educators Resources and Forum” tab on the Out of Eden Learn website).

Paul also documents his journey via a separate, dedicated website (outofedenwalk.com) created by the Knight Foundation. This website features a Map Room, with detailed maps of Paul’s route as well as special thematic maps and multimedia narrative maps. You will also find Paul’s Milestones, in which he takes a panoramic photo of his surroundings, as well as photos of the ground and sky, every one hundred miles. He creates a short, carefully observed video “Glance” to convey a sense of the place he is in to accompany these Milestones. He interviews the nearest living human, always asking three simple questions: Who are you? Where do you come from? Where are you going? A unique feature, produced in collaboration with an organization called Meedan, involves creating a snapshot of what people are Tweeting about in his geographic location.
How does the Out of Eden Walk relate to Out of Eden Learn?

Created in collaboration with Paul, Out of Eden Learn is an online learning community designed to accompany the Out of Eden Walk. Our core learning goals explore and expand on what Paul is trying to achieve through his project. Our activities invite young people to do some of what Paul is doing – for example, to observe and photograph the world closely, to interview someone, and to document the everyday.

Students engage with Paul’s writing at several points throughout of curriculum. Paul has also created some materials specifically for Out of Eden Learn, including a welcome message to students and audio clips on how to conduct interviews and think about culture. He checks in regularly with the Out of Eden Learn community, and browses through students’ work. While Paul cannot individually respond to all students, he takes an active interest in Out of Eden Learn and periodically responds to students. He also welcomes input from participants – for example, students have the opportunity to send their ideas with regards to the next steps of his journey.

We have found that young people of all ages find Paul’s walk to be highly compelling. They tell us that they admire his commitment to such a daunting undertaking. They are interested in the logistics of his walk and are eager to find out about places and people they know little or nothing about. While Out of Eden Learn is about a great deal more than one man’s journey, it serves as a touchstone or anchor for our learning community, encouraging young people to learn more about the world, each other, and themselves.

In addition to Paul’s reporting, we incorporate other resources that are very much in the spirit of Out of Eden Learn. It is important to realize that while Paul and his walk are integral to Out of Eden Learn, we welcome multiple perspectives and encourage students to explore those perspectives alongside those of Paul. We also believe that the learning principles that underpin Out of Eden Learn could be incorporated into many different educational contexts.

Key principles

SLOW
A major theme of Out of Eden Learn is that of slowing down. As team member Shari Tishman explains in her Out of Eden Learn blog post “Slow Looking and Complexity,” “Slow looking means taking the time to carefully observe more than meets the eye at first glance. It implies lingering, looking long, being generous, almost lavish, with one’s attentional focus, in order to see beyond first impressions.” Our activities invite young people to look slowly and carefully at places they already know and to listen attentively to what other people have to say.

EXCHANGING STORIES
Paul describes himself first and foremost as a storyteller. He is driven to tell the stories of individuals whose lives are generally overlooked. On a macro level, Paul is attempting to uncover the big stories of our time,
such as momentous waves of human migration, the rapid advance of digital technology, and ongoing urbanization and cultural change. In a Google+ Hangout with Out of Eden Learn teachers, Paul commented, “I worry about attention spans. So I’m using the notion of a quest, this very old storytelling trope, probably one of the oldest in the world, going back into stories we told around campfires, to basically see how I can hold people’s attentions, and in particular students’ attentions, so that they’re not overwhelmed with this tsunami of information that is bombarding them incessantly from all sides now more than ever before in the history of our species.”

Out of Eden Learn creates a space for students to tell their own stories – stories ranging from a documentation of their everyday life or a conversation with a neighbor. We have seen that young people are naturally curious to hear stories about other people’s lives, particularly those told by other young people in their walking parties. This exchange of stories creates an opportunity for perspective taking, a cognitive process in which students can begin to understand the lives and cultures of other people.

REFLECTING ON HOW OUR LIVES CONNECT TO BIGGER HUMAN STORIES
Out of Eden Learn invites young people to situate their own lives within a broader geographic and historical context than their immediate everyday. The international nature of both our learning community and Paul’s journey naturally invites young people to expand their knowledge of the world and how they think about it.

We also find that the experiential nature of the learning that takes place on Out of Eden Learn helps young people to feel connected to bigger human stories: our learning community embodies human interconnectedness by putting young people in dialogue with one another as they go through the kinds of “slow” learning experiences that encourage reflection and new ways of looking at the world. They are not just learning about the world through Out of Eden Learn – they are being active in the world and demonstrating their connections to other young people by sharing stories and perspectives through our website.

It is worth noting that older students are typically able to think more abstractly about their own lives and the ways in which they might fit into bigger human stories than can younger students. However, very young students can consider the ways in which their lives are similar or different to those of other people. They can also consider the ways in which aspects of our everyday lives – such as how we look after the environment – are connected to a bigger picture of what is going on in the world today.
How does Out of Eden Learn work?

Here is a brief overview of how our learning community works. We generally combine “low technology” activities with the affordances of social media to create powerful learning opportunities for students.

1. Educators register classes on our website. A class can be as small as one student – for example, in a homeschooling situation —and as big as 40 students. We cluster these classes into small groups, or “walking parties,” of approximately 6 to 10 different classes or 150 – 250 students. We try to create diverse walking parties made up of young people from different geographic locations and walks of life.

2. Once their walking party is launched, students aged 10 or over create their own accounts on our website, using a special code provided for their class. When they log into the Out of Eden Learn website, they are automatically sent to the space for their assigned walking party. This structure allows us to create safe, manageable spaces where students feel they can get to know one another. Please note that for younger children, we group educators into walking parties where they post work on behalf of their students and informally collaborate with one another. These educators adapt our learning journey materials to suit their teaching contexts. To learn more about Out of Eden Learn for younger students, go to page 19.

3. Educators and students automatically receive new “footsteps” every two weeks. As of October 2015, each footprint is made up of three different parts:

GET INSPIRED
DO AN ACTIVITY
INTERACT WITH YOUR WALKING PARTNERS
Footstep 2: Creating Neighborhood Maps, as it is seen on Out of Eden Learn. Students click on the “Open” button to read the instructions for each footstep activity.

Please note that educators receive email alerts when new footsteps are ready. Students can also receive alerts if they register an email when they set up their Out of Eden Learn accounts. Since new footsteps are automatically posted every two weeks, students are given approximately one week to engage with the provided resources and complete the assigned activity and then one week to look through and respond to other students’ work.

4. Students complete the activities and post their work. Students browse through one another’s work and exchange comments, making use of our Dialogue Toolkit. To learn more about our Dialogue Toolkit, go to page 24.
Some students complete all the work during class time while others predominantly engage with Out of Eden Learn independently, outside of school. The amount of time that individual educators and students devote to Out of Eden Learn naturally varies from context to context. However, we would recommend students spending no less than one to two hours per week on Out of Eden Learn, with access to the Internet for at least one hour per week. Some educators and students spend considerably more time than this every week on Out of Eden Learn given the richness of the learning experience.

Footstep walkthrough

Each of our Core Learning Journeys is broken down into six different “footsteps,” which students complete over the course of 12 weeks. Here, we unpack Footstep 3 of Core Learning Journey 1 – Taking Neighborhood Walks – to explain how the different parts of the footstep work.

PART 1: GET INSPIRED

Get Inspired

Welcome back for Footstep 3! We hope that you will enjoy this amusing but thoughtful piece by Paul about his tricky camels, Fares and Seema.

- Read Camel-ology. You can read an annotated version here. Notice how Paul pays careful attention to small details in this piece.
- Now watch the accompanying video (scroll to the bottom of the dispatch). Notice how the video incorporates lots of different angles and perspectives.

Each footstep begins by inviting students to investigate specific resources from the Out of Eden Walk or another related resource. We suggest that you look at these resources with your students and, if possible, discuss them as a group. In this footstep, we ask students to read a specific dispatch, although this is not the case for all footsteps. Students can choose to read the selected dispatches directly on the National Geographic website or in annotated form on our website to help them understand vocabulary or cultural references they may find challenging.

A camel can travel three to five days without water. Some Bedouin claim, in admiration, that the animals can endure thirst even longer—for weeks, even months. It is not advisable to test these assertions, born of dizzy love.

While traveling, feed your camels twice a day, morning and night: one lozenge of alfalfa a hand-span thick and one bucket of grain when available. They also will eat orange rinds, banana peels, stale flatbread, plastic bubble wrap encasing laptop computers, the living hair off your scalp, and a thousand different varieties of grasses, thorns, shrubs, and trees. Do not be alarmed by the breadth of a cameld's palate. Their stomachs are made of titanium. If they do suffer indigestion, however, you must grab them by the nostrils until they vomit, typically unburdening themselves all over your shoes.

In our annotated dispatches, students can mouse over selected words to get a quick and simple definition.
PART 2: DO AN ACTIVITY
For each footstep, the name of this section will be different. For Footstep 3 of Learning Journey 1, the activity students are assigned is called “Taking Neighborhood Walks.”

A new feature in our footsteps is video instructions specific to each activity. We created these videos to give examples of student work for each footstep and to help students understand the intent of the assignment more clearly. These videos are also a great resource for English language learners, as they can listen to the instructions being read aloud slowly and clearly to them.

While there are no set “due dates” for the footstep activities, we designed our curriculum around students posting their work within a week from when the footstep was originally posted. This gives all the students in the walking party a week to respond to each other’s posts. However, given differences in calendars and schedules around the world, it is fine if classes only loosely keep up with one another.
PART 3: INTERACT WITH YOUR WALKING PARTNERS

The final part of each footstep involves student-to-student communication within walking parties. When commenting, we ask students to utilize specific tools from our Dialogue Toolkit. These tools serve as writing prompts and also encourage students to think more deeply about their responses to other students' work. To learn more about our Dialogue Toolkit, go to page 24.

We recommend that you have a discussion with your students about respectful and thoughtful commenting on Out of Eden Learn before they begin a learning journey. We intend to support interactions that go beyond the superficial “likes” that can be typical of other kinds of social media. Students should also understand that their comments should be kind, constructive, and respectful. To learn more about what is expected of students, see our Community Guidelines on page 18 and “Supporting sensitive and thoughtful exchanges on Out of Eden Learn” on page 26.
Terminology

The following are some key terms that will help you to navigate Out of Eden Learn. We have already used some of these terms in this document.

LEARNING JOURNEY:
“Learning journey” is the phrase we use to capture the learning experiences of students participating in Out of Eden Learn. A learning journey is comprised of a sequence of discrete learning activities – which we call “footsteps” – which allow students to engage in different aspects of our curriculum. Each of our Core Learning Journeys last approximately 12 weeks. We currently offer two learning journeys – Core Learning Journey 1: The Present and the Local and Core Learning Journey 2: The Past and the Global. Generally, we expect students to have completed Core Learning Journey 1 prior to participating in Core Learning Journey 2.

FOOTSTEP:
Both of our current learning journeys are broken down into six “footsteps,” which are comprised of three parts: (1) Get Inspired, (2) Do an Activity, and (3) Interact With Your Walking Partners. We chose the name “footstep” to convey that all students are pursuing their own path of learning and that each set of activities is part of this overarching journey. Footsteps are uploaded biweekly to the platform. We expect students to have uploaded their work by the end of the following week, before the next footstep is posted. Please note that educators and students can print the footstep instructions and work on them offline.

WALKING PARTY:
Out of Eden Learn participants are assigned to small learning groups that we call “walking parties.” Each walking party is comprised of approximately 6 – 10 student groups, which usually add up to 150 – 250 students in total. We group students of a similar age together. We believe in the value of having many different perspectives, places, and backgrounds represented in each walking party, and we make every effort to make them as geographically and socioeconomically diverse as we can given who has signed up at the time the party is to launch.

DISPATCH:
As Paul Salopek retraces the path of human migration around the world, he regularly writes short pieces about his experiences and observations along the trail. These dispatches are featured on the National Geographic website at outofedenwalk.nationalgeographic.com.

MILESTONE:
At every 100th mile of Paul Salopek’s journey, he creates a record called a “Milestone.” Paul pauses his walk and takes a panoramic photograph of the space around him, records audio and video, and conducts a brief interview with the closest human being. Each milestone is meant to encapsulate the feeling of a specific location through a multimedia experience, which viewers can string together to get a sense of his whole journey. Milestones are available at outofedenwalk.com/milestones.

GLANCES:
At each milestone, Paul Salopek captures his current location on video; these recordings are called “Glances.” These brief videos exemplify “slow looking” and provide a sense of the environment and context through which Paul is travelling. Glances are available at outofedenwalk.com/milestones/glances.
How to’s

CREATE AN ACCOUNT AS AN EDUCATOR:
Go to learn.outofedenwalk.com. Once there, click on the blue “Educators Register” button at the top right of the page.

This will lead you to a page prompting you to fill out some basic information about you and your students. You will create a username and password and will have to provide an active email address in order to set up an account. Our terms of service can be viewed at learn.outofedenwalk.com/terms.

ADD A CLASS:
Once you have created your Out of Eden Learn account, you will be able to add classes. To do so, follow these steps:

- Log on to our website using your Out of Eden Learn username and password
- Locate your dashboard by hovering over the avatar at the right corner of the page
- From your dashboard, you will see a button labeled “Add a new class”
You will then be prompted to fill out some basic information about you and your class. Please note that adding a class to Out of Eden Learn does not automatically sort your class into a walking party. The Out of Eden Learn team arranges and launches walking parties at specific times during the year, typically September and October, January, and March. We contact educators via email around those times to confirm their interest in joining walking parties.

ADD ANOTHER EDUCATOR TO A CLASS
To add another educator to your class, you will first need to locate the “join code.” Click on “Dashboard” beneath your avatar. This will bring you to a page with a list of your classes, with the code for each class located under the “Join Code” column.

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Join Code</th>
<th>Educators</th>
<th>Students</th>
<th>Parties</th>
<th>Status</th>
<th>Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobsters 2015-16 (view roster)</td>
<td>dtwntmrg</td>
<td>Mrs. Nancy Drew</td>
<td>26</td>
<td>L25 September 2015 Electronic Class</td>
<td>launch</td>
<td>connect</td>
</tr>
<tr>
<td>Starfish 2015-16 (view roster)</td>
<td>lweammrmd</td>
<td>Mrs. Nancy Drew</td>
<td>22</td>
<td>L11 September 2015 Sole Brothers</td>
<td>launch</td>
<td>connect</td>
</tr>
<tr>
<td>Vagabonding Club (view roster)</td>
<td>aoppemrld</td>
<td>Mrs. Nancy Drew</td>
<td>18</td>
<td>September 2014 Electronic Class first</td>
<td>launch</td>
<td>connect</td>
</tr>
<tr>
<td>Lobsters 2014-2015 (view roster)</td>
<td>reutpetrbbn</td>
<td>Mrs. Nancy Drew</td>
<td>20</td>
<td>Spring 2015 1 Bucket first</td>
<td>launch</td>
<td>connect</td>
</tr>
<tr>
<td>Starfish 2014-2015 (view roster)</td>
<td>gktunlfj</td>
<td>Mrs. Nancy Drew</td>
<td>20</td>
<td>Spring 2015 1 Bucket first</td>
<td>launch</td>
<td>connect</td>
</tr>
<tr>
<td>Lobster (view roster)</td>
<td>oftswadlbb</td>
<td>Mrs. Nancy Drew</td>
<td>25</td>
<td>Fall 2013</td>
<td>launch</td>
<td>connect</td>
</tr>
<tr>
<td>8P (view roster)</td>
<td>oftswadlbb</td>
<td>Mrs. Nancy Drew</td>
<td>23</td>
<td>Fall 2013</td>
<td>launch</td>
<td>connect</td>
</tr>
</tbody>
</table>

Copy this code and send it to the educator. The educator will then have to create an Out of Eden Learn account. Once they are logged in, they can click on “Dashboard,” scroll to the bottom of the page, and click “Join an Existing Class.” They will be then brought to a page where they can enter the join code, which makes them one of the class educators.

CREATE AN ACCOUNT AS A STUDENT:
To create an account, students can go to learn.outofedenwalk.com, then click on the orange “Students Register” button on the far right of the page. Please note that a student must be logged out of their account to be able to view the orange button.
Students can only join Out of Eden Learn if they have a class code. The class code is assigned after an educator signs up a class.

Students must then fill out a few prompts, including their age and gender. This information is for research purposes only and will not be shared with other educators or learners. When creating a username, please ensure that students do not use their real names.

If they want, students can add a personal email address to be linked with their Out of Eden Learn account so that they receive an automated email alert when a new footstep has been posted or they have received a comment on a piece of their work.

**UPLOAD AN AVATAR**
Hover over the default avatar on the top right of the Out of Eden Learn homepage (for students, the default avatar is a cheetah cub; for educators, it’s an owl).

From the dropdown menu, select “Edit Profile.” From there, you or your students can upload an image from your computers to be your Out of Eden Learn avatar. Please note that students must not upload a picture of themselves.

**MAKE A NEW SUBMISSION**
Students can click the “Homebase” button located underneath their avatar and then click the “launch” button to launch their walking party. There, they will find the footsteps that have currently been posted and other walking party members’ responses. Students can then click on the footstep they would like to post under.

Next, students should click on the blue “Post” button located at the top right of the page.
The “post” button directs to the submission page shown below. This page includes instructions for the footstep activity, a blank field in which students can write their submission, and a toolbar to include multimedia elements in the submission. We always recommend that students work on and save their submissions in a separate place, like Google Docs or Microsoft Word, in case there is a connectivity issue on our platform, which would result in their work being lost.

**COMMENT ON A SUBMISSION**
Students can launch their walking party from their “Homebase” page. Students find a submission they would like to comment on by either (1) Browsing the feed of most recent posts on the right side of the walking party page or (2) Clicking on a footstep on the left side of the page, then browsing the gallery of submissions for that footstep.

Submissions by fellow walking party members can be viewed under “Latest Posts” or by selecting a specific footstep under “Footsteps Guide.”
Below each post on Out of Eden Learn there is a comment box. This box has a blank field for text and a toolbar that shows the six dialogue tools (when hovered over, each dialogue tool icon reveals a description of the tool). To the right of the comment box, students can access Project Zero Thinking Routines. These can be helpful tools to guide responses.

When done commenting, students click the blue “Post” button to publish their response.

**REPLY TO A COMMENT**
Students can reply to a specific comment by clicking the word “reply” beneath the poster’s username. This allows students to reply to a question about their post directly. Students will get a notification when someone has replied to their comment.

**FLAG A COMMENT**
To date, we have had very few problems with inappropriate posts or comments. However, if something on our platform is inappropriate or potentially offensive you can choose to flag it. Flagging a comment alerts the Out of Eden Learn team, who will let the student’s teacher know what the student wrote and ask them to resolve the situation. To learn more about flagging comments and appropriate dialogue, see our Community Guidelines on page 18 and “Supporting sensitive and thoughtful exchanges on Out of Eden Learn” on page 26.

To flag a comment, click on the word “flag” beneath the poster’s username. Please note that at this time you can only flag comments. However, if you see an inappropriate submission, please email the Out of Eden Learn team at learn@outofedenwalk.com. Please include the student’s username and the name of the footstep. We will then contact the student’s teacher about removing or modifying the submission.

**EDIT AN EXISTING SUBMISSION**
Students can edit posts they have already submitted by clicking on the relevant footstep page. They should select the blue edit button, which will enable them to edit their post and resubmit it.
CHANGE A PASSWORD
Both educators and students can change their personal password. From learn.outofedenwalk.com, hover over your avatar and select “Edit Profile.”

Then, click “Edit Password.” This will bring you to a “Reset Password” page prompting you to enter your old password and then choose and confirm your new password.

EDIT A COMMENT
At this time, there is no way for students to directly edit their comments. Instead, we advise users to delete their comment by clicking on the word “delete” underneath their comment and then posting a new, edited comment.

DELETE AN EDUCATOR OR STUDENT ACCOUNT
Students and educators cannot delete their own accounts. Educators also cannot delete their students’ accounts. To delete an account, please email the Out of Eden Learn team at learn@outofedenwalk.com with the username and we will delete it for you.

Technical requirements
We work to ensure that Out of Eden Learn is as accessible as possible. In general, our platform and curriculum only require an Internet connection to use and minimal class time to complete. However:
• While time spent on our platform varies depending on specific class contexts, we generally advise that students spend no less than one to two hours per week on Out of Eden Learn-related activities.
• Students by no means need personal computers or devices in the classroom to participate in Out of
Eden Learn.

- Computer access (via a computer lab, library, etc.) for even a few hours a week is sufficient. Students don’t necessarily need at-home computer access to complete Out of Eden Learn activities if you choose to assign the activities as at-home learning. If technology access is limited, students can write their submissions by hand and then type and post their submissions to the platform when a computer is available later. Written or hand drawn work can also be scanned or photographed and then uploaded to the platform.

- Our curriculum does include some options involving photography, so some camera access (digital, cell phone, etc.) is desirable but not necessary.

Community Guidelines

Our Out of Eden Learn community brings together young people from diverse backgrounds and places. This diversity is one reason why our community is so exciting and valuable. Interacting with other young people is an important part of your learning journey. We need your help in keeping our community a safe and respectful place for all members. As you participate in Out of Eden Learn, we ask that you follow the guidelines below.

BE YOURSELF
Share your thoughts, ideas, and personal stories. Out of Eden Learn is a place for sharing who you are, where you are coming from, and what you think. The community wants to hear from you!

BE RESPECTFUL
In addition to being yourself, please be sensitive and respectful so that no one in our diverse community feels hurt or offended. We do not tolerate negative posts or comments about an individual or one’s nationality, religion, race/ethnicity, gender, sexual orientation, political views, or cultural practices.

BE REFLECTIVE
Before you share a post or comment, think about all the people who will be able to read it (students in your class, other students in your walking party, teachers, Paul Salopek). A few things to think about: How could your post or comment be interpreted by different members of the community? What kinds of online comments might upset you? Could someone feel uncomfortable with or hurt by something you are posting? How could you change the wording or content of your post to prevent any concerns?

SPEAK UP
If you notice a post that seems insensitive, hurtful, or inappropriate, please contact a teacher, parent, or the Out of Eden Learn team. You can email us at learn@outofedenwalk.com; click Report a Problem at the bottom of any page on our site; or click Flag on a specific comment. If you report a post or comment, other students will not know that you reported it. A teacher or parent will be asked to talk with the student, who will edit or remove the post.

BE COMPASSIONATE
We all make mistakes. If someone has posted something hurtful or inappropriate, they may have not realized their mistake but will be asked to think about and edit their post. Please do report concerning posts but also try to be forgiving if someone has reflected on and apologizes for an inappropriate post. Be compassionate to yourself, too, if you make a mistake.
LISTEN CAREFULLY
When reading other young people’s work, pay close attention. Notice details about what they are saying and sharing. Try to understand their point of view.

ENGAGE THOUGHTFULLY
When commenting on other young people’s posts or comments, please write in full sentences and be thoughtful. See the dialogue tools and thinking routines embedded in each comment box for ideas of different kinds of comments you could make.

Please note: The following types of posts/comments are considered inappropriate in our community. Posts that tease others, including people who are members of your class
- Posts that are cruel or bullying
- Posts or comments that include negative statements about a person or whole groups of people (e.g., a nationality, a race or ethnicity, a gender, a religion, etc.)
- Posts that will likely make others feel uncomfortable – e.g., a sexually suggestive photo
- Posts that include personal information about the student who is posting and therefore break our privacy guidelines – e.g., one’s own or another person’s email or Facebook address, home address, photo

Out of Eden Learn for younger students
While Out of Eden Learn was originally designed with middle and high school-aged students in mind, educators of younger learners have adapted our program for students as young as preschoolers. This model relies on educators posting on behalf of their entire class, as students younger than 10 years old are generally not permitted to create their own accounts on Out of Eden Learn. The following are examples of how educators have chosen to post on Out of Eden Learn on behalf of their students.

Boxborough, Massachusetts, United States – Footstep 3: Taking Neighborhood Walks (above)

Old Brookville, New York, United States – Footstep 2: Creating Neighborhood Maps (left)

Kindergarten students in Piraeus, Greece made their avatar as a group for Footstep 1: Setting Off (above)
Building educator community

As much as Out of Eden Learn depends on student participation, reflection, and respect, it equally depends on the efforts of committed educators. We find that the most productive walking parties are ones involving educators who actively communicate and collaborate with one another. We also encourage educators to share ideas, insights, and resources with one another – and with us at Project Zero - beyond the structure of the walking parties. Here, we outline some specific practices and resources to build educator relationships, dialogue and community.

Our blog

Since the project’s conception, the Out of Eden Learn team has maintained an active blog located at walktolearn.outofedenwalk.com, which has attracted readers from well over 100 different countries. The blog serves as a space for us to share the thinking behind our curriculum design, as well as what we’re observing, noticing or wondering about the learning taking place within our online community. We also feature pieces by affiliated graduate students and other colleagues who are pursuing work that is relevant or connected to Out of Eden Learn, including Paul himself. In addition, a number of educators have contributed pieces about their experiences with Out of Eden Learn, which have proved very popular with readers. Recently, a 5th grade participant wrote a piece for us – and we would love to see more student pieces in the future. If you have an idea for a blog post – or if one of your students would like to author a post – please email learn@outofedenwalk.com. We would love to hear your ideas.

Educator Forum

To encourage educator community and collaboration, Out of Eden Learn offers an Educator Forum on our website. The forum can be found by clicking on the “Educator Resources and Forum” tab located at the top of the Out of Eden Learn homepage.

In this space, we offer resources created by Project Zero, participating educators, the Pulitzer Center – the other major Out of Eden Walk education partner – and Paul. The “Resources Created by Participating Educators” is a space where you can share information and ideas with fellow educators. We encourage you to post any supplementary materials you have developed or found useful in your experience with Out of Eden Learn, such as grading rubrics, handouts, activities, etc. You should also feel free to ask more experienced educators questions in this space.
Communicating with other educators

We encourage educators to be in touch with one another throughout their learning journeys. To facilitate this process, when you register a class you will be asked to provide a brief introduction to yourself, your class, and your hopes and intentions for Out of Eden Learn. This introduction will be sent to the other educators in your walking party via email, and in return you will receive their introductions. We then encourage you to maintain an email correspondence with one another. For example, you might want to share how the work is going, give advance warning of upcoming vacation or exam times, voice concerns about specifics posts, or organize special events for your classes, such as a classroom-to-classroom Skype session.

Google+ Hangouts

Out of Eden Learn hosts and organizes periodic Google+ Hangout On Air events, which always involve participating educators. The days and times vary to give educators in different time zones a chance to take part. Up to ten people can participate on screen while unlimited numbers of viewers can participate off screen by posting questions and comments in real time. Videos of the Hangouts are then posted on the Out of Eden Learn YouTube channel for future viewing. Look out for details of upcoming Google+ Hangouts in our emails, monthly feature, and social media.

What are the Google+ Hangouts about? The overarching purpose of these sessions is to share ideas and resources among educators and to further build community. Some sessions serve as fairly unstructured conversations about how Out of Eden Learn is going for participating educators. Other sessions are more focused – for example, on strategies for promoting slow looking or encouraging thoughtful, sensitive dialogue among students. We have also had sessions featuring Paul, as well as one with his walking guide through the West Bank, Bassam Almohor.

Social media

Out of Eden Learn is active on social media even as we try to create an online learning experience for young people that is somewhat different to typical social media encounters. We use social media to build educator community, connect with people doing related work, and generally share our work with a broader audience.

We use our Twitter account (@OutofEdenLearn) to make announcements about upcoming events and to share student work and other interesting resources that we think will be of interest to our community. We use Facebook in a similar way: please visit facebook.com/OutofEdenLearn. Note that the front page of our website features a Twitter stream to help you keep up to date with what is going on with Out of Eden Learn.

Our Instagram account (instagram.com/outofedenlearn) is solely devoted to displaying student work. While our use of Twitter and Facebook assumes an adult audience, we encourage students to follow us on Instagram and hope they will find it motivating to know that their work may be featured. Our Monthly Feature also showcases student work: this one page newsletter, which we send out via email, also incorporates interesting links and announcements for educators. You can find an archive of Monthly Features under the relevant tab on the front page of our website.
Suggested practices for video conferencing

Out of Eden Learn provides a great opportunity for educators and students to connect with one another - not only on our online platform but also in more direct ways like video conferencing. While the Out of Eden Learn team doesn’t organize or participate in such events, we encourage educators to organize classroom-to-classroom video chats through Google+ Hangouts or Skype. Face-to-face communication can add a deeper, more personal level to the dialogue already taking place online among your students and satisfy young people’s curiosity to find out more about one another. Here are some tips to help make a classroom-to-classroom event run smoothly:

• Think about different time zones and schedules and check you are clear about the time and length of the event! If the time difference makes a live event unrealistic, you may want to think about other ways of connecting your classrooms, such as via an exchange of recorded video messages.
• Accept contact requests ahead of time. You may want to set up a new account for your class rather than use your personal account. Run a test session to work out technical difficulties, ensuring that your computer’s speakers, webcam, and microphone are all working correctly. If you are going to use a projector make sure that it’s compatible with your computer and working correctly. Running a test session also serves as an opportunity for you and the other educator(s) to introduce yourselves to one another in person ahead of the event.
• Check the lighting in your classroom and make sure your classroom is arranged so that all the students will be in the screen’s frame. A triangular seating arrangement can work well.
• Make sure you know how to mute/unmute your computer because if there is a problem with echo or feedback it can be helpful to mute your microphone when the other class is speaking.
• Before the videoconferencing session, discuss with your students the best ways to communicate through this medium and the possible challenges that may arise. Language barriers may be an issue, so encourage your students to speak as slowly and clearly as possible. They should also be understanding of and sensitive to the challenges of language learners - if someone is not speaking in their first language, it is possible that their comments may not appear as clear or thoughtful. Make sure your students are aware of this barrier and do not become frustrated or disrespectful as a result.
• A general conversation between classrooms can be a fun, casual way for your students to interact with one another; however, a more structured format will likely be helpful. Your students could prepare questions ahead of time and the session could function as a Q&A: the Dialogue Toolkit (page 24) is a great resource for sparking thoughtful questions. Let your students know the protocol for asking questions – for example, will there be a set order or should they raise their hands?
• You could also look at student work together. If you are interested in sharing images during the call, Skype and Google have “screenshare” functions. You could use a thinking routine (page 25) or protocol to structure a conversation around student work.
• Have a backup plan in case the technology fails and make sure you have different ways to contact the other educator(s).
Curriculum resources

In this section, we outline some general information about our current curriculum offerings: Core Learning Journeys 1 and 2. We also share our Dialogue Toolkit, which is designed to support meaningful engagement among students on Out of Eden Learn.

Core Learning Journey overviews

<table>
<thead>
<tr>
<th>Core Learning Journey 1: The Present and the Local</th>
<th>Core Learning Journey 2: The Past and the Global</th>
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<tbody>
<tr>
<td><strong>Footstep 1: Setting Off</strong></td>
<td><strong>Footstep 1: Reflecting Back and Looking Forward</strong></td>
</tr>
<tr>
<td>Students introduce themselves and explain their choice of avatar. They start a conversation about Paul's walk and what interests them about it.</td>
<td>Students share some highlights from their first learning journey and select and comment on a photo from Paul’s Instagram account.</td>
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<tr>
<td><strong>Footstep 2: Creating Neighborhood Maps</strong></td>
<td><strong>Footstep 2: Connecting Our Own Lives to the Past</strong></td>
</tr>
<tr>
<td>Students create visual representations of their local area, as seen through their eyes, and share a related story.</td>
<td>Students make a visual representation of how their own lives connect to the human past or history.</td>
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<tr>
<td><strong>Footstep 3: Taking Neighborhood Walks</strong></td>
<td><strong>Footstep 3: Learning From Other Generations</strong></td>
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<tr>
<td>Students go for a walk in their local area and observe their surroundings carefully; they take photos to share with other participants.</td>
<td>Students ask someone aged 50 or over to represent how their lives connect to the past or talk with them about an “old” object that is important to them.</td>
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<tr>
<td><strong>Footstep 4: Listening to Neighbors’ Stories</strong></td>
<td><strong>Footstep 4: Connecting Everyday Objects to Bigger Systems</strong></td>
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<tr>
<td>Students interview an adult to learn about someone else’s experiences and memories of their local area.</td>
<td>Students closely observe an everyday object, generate questions about it, and then represent how that object connects to a bigger system.</td>
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<tr>
<td><strong>Footstep 5: Documenting the Everyday</strong></td>
<td><strong>Footstep 5: Noticing Global Forces in the Everyday</strong></td>
</tr>
<tr>
<td>Students carefully observe a place they know or something that people in their community do as part of their everyday lives. They create a short video, slideshow, illustrated guide, or evocative description to share with other participants.</td>
<td>Students select a photo from one of the “Everyday…” Instagram sites and observe it carefully, looking for signs of global forces or connections.</td>
</tr>
<tr>
<td><strong>Footstep 6: Looking Ahead</strong></td>
<td><strong>Footstep 6: Planning Next Steps</strong></td>
</tr>
<tr>
<td>Students plan a walk they would like to take to try to understand more about the world and/or themselves. Or, they research a place that Paul could walk to from his current location and suggest the kinds of stories he should try to tell.</td>
<td>Students design – and ideally complete - their own activity for Out of Eden Learn. Or, they represent their overall learning experience on Out of Eden Learn.</td>
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</tbody>
</table>
Core Learning Journey 1: The Present and the Local is designed to introduce students to the principles of “slow journalism” – that is, learning to observe their everyday surroundings carefully and to listen attentively to others. We also give students the opportunity to share stories and perspectives with others in their walking party and to document their everyday. Core Learning Journey 2: The Past and the Global builds on those principles. It also introduces more explicit opportunities for students to reflect on how their own lives connect to bigger human stories.

Because Core Learning Journey 2 builds off ideas that are introduced in Core Learning Journey 1, students typically complete the first learning journey before moving onto the second. You can view and print the full learning journey curricula by clicking on the Curriculum tab on our website (link).

Dialogue Toolkit

The dialogue toolkit is a set of commenting tools to support thoughtful exchanges between Out of Eden Learn participants.

Throughout a learning journey, we encourage students to use a range of dialogue tools as they engage with the work of other young people. For example, students can comment on other student’s work with the Appreciate move. This move is meant to go deeper than the “Like” button often found on social network sites. We hope users will be specific and detailed about what they appreciate in other students’ work. Similarly, we encourage users to Notice details and even Snip thoughts that interest them and explain why. Other tools invite students to describe Connections and Probe with thoughtful questions, and share when and how their thoughts Extend in new directions.

All the suggested dialogue tools are described here for students. Please review them with your learners and then try them out! Icons and descriptions of each tool appear in the comment box to remind students of the moves.

**INTERACT MOVES**

**Notice**: What stands out to you or catches your eye in this person’s post? In other words, what do you notice in particular? Be specific.

**Appreciate**: Share what you like, appreciate or value in the post you’ve read. Be specific.

**Probe**: Probe for more details. Ask questions that will help give you a better sense of another person’s perspective. (See Creative Questions & Sentence Starters)

**Snip**: Cut and paste a phrase or sentence from the original post into your comment. Ask a question about it or say what you find interesting or important about what is being said.

**Connect**: Make a connection between something in the post and your own experiences, feelings, or interests.

**Extend**: Describe how the post extended your thoughts in new directions or gave you a new perspective.
Thinking Routines

See, Think, Wonder

- What do you see? (Make lots of observations)
- What do you think about that?
- What does it make you wonder?

See, Wonder, Connect (National Gallery of Art adaptation of See-Think-Wonder)

- What do you see? (Make lots of observations)
- What does it make you wonder?
- In what ways do you connect with what you see?

Creative Questions & Sentence Starters

Brainstorm a set of questions about a student’s post. Use these question-starters to help you think of interesting questions:

- “Tell me more about…”
- “I wonder if…”
- “Help me understand…”
- “I was surprised by….”
- “I connected to….”
- “What I found interesting was…”
- “I learned from your post that…”
- “One sentence you wrote that stands out for me is…”

Step Inside

- What is this person thinking about or focusing on?
- What might this person understand or believe?
- What might this person care deeply about?

Connect, Extend, Challenge

- Connect: How do the ideas and information presented connect to what you already know?
- Extend: What new ideas did you get that extended or pushed your thinking in new directions?
- Challenge: What is challenging or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

Circle of Viewpoints

Consider the diversity of students in your walking party. Before you post your own work or a comment on the work of another student, use this routine to explore how it may be interpreted from a variety of perspectives. Your process may involve the following steps:
• Identify the perspectives you are considering: “I am thinking of this post or comment...from the point of view of...”
• Take on the viewpoint, drawing on what you know (and being mindful of what you don’t know).
• Consider any questions, concerns, or insights that may come from this viewpoint.

SOURCES


Visible Thinking: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html


Supporting sensitive and thoughtful exchanges on Out of Eden Learn

The Out of Eden Learn team is committed to making our site a safe and respectful community for all participants. In order to do so, we need the help of all community members – including students and educators. We ask that educators talk with students about our Community Guidelines both before they begin and throughout their learning journeys.

Below, we address the following frequently asked questions and provide suggestions for supporting positive exchanges and handling any concerns that may arise:

What are some strategies for supporting authentic and sensitive exchanges?

• Before your students begin their learning journeys, make sure that they read, and understand, our Terms of Service and Community Guidelines (page 18).

• Encourage students to be thoughtful in their exchanges with students on Out of Eden Learn. Call attention to the Dialogue Toolkit – embedded in the comment box – which provides suggestions of different kinds of comments students can make on each other’s posts.

• Encourage students to pause and reflect after writing a post or comment and before clicking “Post.” Questions for reflection might include: How could your post or comment be interpreted by different members of the community? Could someone feel uncomfortable with or hurt by something you are posting? How could they feel? What kinds of online comments might upset...
you? How might you change the wording of your post to prevent any concerns?

• Throughout the learning journey, periodically engage students in close looking and reflective conversations about their own posts and comments, and those of other students in the community. Also, please review the Community Guidelines periodically.

Who is monitoring Out of Eden Learn?

The Out of Eden Learn team at Project Zero actively looks at student posts on our website. However, it is impossible for us to monitor everything, especially as our community continues to expand. Our model relies on educators and students reading posts and comments carefully, and letting us know about anything inappropriate.

What kinds of posts or comments are inappropriate?

• Posts or comments that include negative statements about a person or whole groups of people (e.g., a nationality, a race or ethnicity, a gender, a religion, etc.)
• Posts that will likely make others feel uncomfortable – e.g., a sexually suggestive photo.
• Posts that include personal information about the student who is posting and therefore break our privacy guidelines – e.g., one’s own or another person’s email or Facebook address, home address, photo.

How can inappropriate posts or comments be edited and reported?

If you notice an inappropriate or concerning post/comment from one of YOUR students:

FOR POSTS: Please ask your student to reflect on what was written and explain your concerns (see “Supporting sensitive and thoughtful exchanges on Out of Eden Learn” on page 26). Students can edit their posts by following these steps:

• Log into the website and click on their Homebase.
• Scroll down to their Activity Feed and find the relevant post.
• Click on the blue edit post button.

FOR COMMENTS: Inappropriate comments cannot be edited by educators or students. Instead, you should click on the blue flag button next to the comment to alert the Project Zero team who will then delete or edit the comment. Please allow 24 hours for us to respond as we do not receive automatic updates regarding flagged posts.

If you or one of your students notices a concerning post/comment from someone who is NOT one of your students:

FOR POSTS: Please email us at learn@outofedenwalk.com. We will review, edit, or delete the post or comment. We will also contact the relevant educator so that they can talk with the individual student. Please allow 24 hours for us to respond.

FOR COMMENTS: You and/or your student can click the blue flag button next to the comment and we will be notified. Please allow 24 hours for us to respond.
respond. Please allow 24 hours for us to respond.

What are some strategies for talking with students about inappropriate or concerning posts?

If one of your students posts something inappropriate on Out of Eden Learn, we would appreciate you making the incident a “teachable moment” for the individual student and the rest of the class in ways that do not humiliate the individual student who may have made a genuine mistake. We recommend the following strategies:

- Talk with the student individually. Ask some questions in order to explore his/her thinking behind the post or comment. For example: What was your intended meaning? What were you hoping to convey? How could your post or comment be interpreted by different members of the community? Could someone feel uncomfortable with or hurt by something you are posting? How could they feel? What kinds of online comments might upset you? How might you change the wording of your post to prevent any concerns?

- Talk with the entire class. Without calling specific attention to the concerning post, revisit and review the Out of Eden Learn Community Guidelines (page 18). Underscore the importance of being authentic (“Be Yourself”) but also sensitive (“Be Respectful”). If your class has an additional set of norms for in-class or online communication, revisit those norms as well. As part of this conversation, ask students to review their own Out of Eden Learn posts/comments and consider how their posts might be perceived by others.

- For discussions with the individual student AND with the full class: The perspective-taking thinking routines, Step Inside and Circle of Viewpoints, may be helpful resources (page 25). It’s important to note, however, that the goal of such routines is not to gain a complete understanding of another person’s perspective; that would be impossible. Instead, these routines are best framed as starting points for trying to understand someone else’s point of view and for bringing up information gaps and questions.

If you or your students observe something inappropriate or concerning posted on Out of Eden Learn, we also suggest that you make the incident a “teachable moment.”

- Report the posts or comments of concern to the Out of Eden Learn team (see our “Flag a comment” how-to on page 16).

- Engage students in a discussion of productive avenues for responding to posts or comments that are inappropriate, disrespectful, or otherwise concerning. For example, asking in a respectful manner about the intent behind the post/comment (What do you mean?); naming alternative perspectives and concerns (This comment makes me uncomfortable because…); suggesting resources that might shed light on different points of view (This article/book/resource provides a perspective worth considering).

- Use this moment to underscore the importance of authentic yet sensitive engagement. Revisit and review the Out of Learn Community Guidelines (page 18) and, if applicable, class-specific norms for communication. Ask students to review their own posts, as suggested above.

- Again, the perspective-taking thinking routines, Step Inside and Circle of Viewpoints, may be
helpful resources. It’s important to note, however, that the goal of such routines is not to gain a complete understanding of another person’s perspective; that would be impossible. Instead, these routines are best framed as starting points for trying to understand someone else’s point of view and for bringing up information gaps and questions.

**Student and educator perspectives**

“I think the most important part of what we learned is to be more open-minded to what’s going on around us and to be more open-minded to what we see...Now, I’m trying to reach out to people that I haven’t reached out to before. I’m trying to learn about people and learn their stories and learn how they’re different from me, and then I’m trying to relate to other people. So, I think that’s how I’ve grown from Out of Eden Learn.”

-King Charles X, Illinois, USA

“Though oceans and mountains may separate us, I have grown a strong bond with many of [the students]. Many of the things they wrote about have touched my heart and left me with a desire to know more. I have lived bits and pieces of their lives through their words. They have shown me the world through several different perspectives. I have learnt the meaning of being a true global citizen.”

-Destiny, 10th grade student, Mumbai, India

“You can’t just explore the world from a textbook. You have to go out and explore it yourself. I just want to hear other people’s perspectives.”

-rvillage, Massachusetts, USA

“Now when they’re looking at stuff they’re that much more aware and they are able to ask people questions about anything they’re looking at...they are constantly now talking about this awareness and asking ‘how is this connected to something else, can I trace this back or is it somehow related to me or to the place I’m in?’ I think there is definitely a lot of perception-changing around anything they’re looking at.”

-Out of Eden Learn Educator, Chennai, India

“I like the new way of learning embodied by this project. In the past, students’ thinking is fairly restricted. But this activity gives them choice and is student-centered. They are slowing down to observe the world around them. They noticed things they haven’t before. I also like the assignments, especially how they take the students outside the classroom. Students are learning by doing and gaining their own personal experience. It’s a good supplement to their classroom learning ... I also liked the posts of students from other countries, through which we see their attitudes towards life. It’s an interaction across the globe.”

-Out of Eden Learn Educator, Shanghai, China
A word about our research

Project Zero, which is housed at the Harvard Graduate School of Education, is first and foremost an educational research organization – and has been for close to fifty years. In that sense we are different to some other organizations who offer programs and curricula that promote cross cultural exchange and/or online learning. For more information about the ways in which Out of Eden Learn builds on and relates to other strands of research at Project Zero, we recommend the blog post “Out of Eden Learn and the Project Zero family.”

In our research, we do not draw a sharp distinction between practice and research. Indeed, the development of the Out of Eden Learn website, curriculum materials, and entire learning community should be considered part and parcel of our research agenda as we develop and refine what we are doing in response to student and educator feedback, as well as the student work we see on our platform. For example, we developed the Dialogue Toolkit because we felt that the online dialogue we were seeing was rather thin compared to the deep meaning that students told us they were drawing from their interactions with peers via Out of Eden Learn. We are now in the process of investigating the impact of the Dialogue Toolkit, both to see if it has made a difference to the quality of students’ written interactions and to further refine it. We believe that the Dialogue Toolkit could have applicability beyond the immediate needs of our own learning community.

Broadly speaking, we are interested in developing strategies for promoting meaningful cross-cultural exchange and understanding in an online setting. Other, related, questions we are pursuing include: How do young people think about culture and how can we support them to think about culture in more nuanced ways? How, if at all, do young people connect their own lives to bigger human stories unfolding across different times and places? What are some benefits of inviting young people to engage in slow looking and attentive listening?

In sum, our research approach is:

**Collaborative:** We work closely with participating educators and students to incorporate their feedback and ideas. Looking ahead we plan to make our research process increasingly participatory.

**Action-oriented:** We are committed to developing a high quality, innovative learning space that positively impacts all learners.

**Learning-centric:** Our research methods are integrated into our curriculum design, helping to promote student reflection and self-expression.

It is worth noting that as a research project, Out of Eden Learn is required to adhere to the legal and ethical guidelines laid out by Harvard University’s Institutional Review Board (IRB). For example, we are required to protect individual student identities – one reason we do not allow participating students to share personal information on Out of Eden Learn. To interview students via Skype or in person we require parental consent. We ask that you help us obtain that consent if we want to talk to your students.