



# Educator Guide

# Table of Contents

<b>Introduction</b>	<b>4</b>
Learning goals	5
What is the Out of Eden Walk?	5
How does the Out of Eden Walk relate to Out of Eden Learn?	7
Key principles	7
<b>How does Out of Eden Learn work?</b>	<b>8</b>
Footstep walkthrough	11
Terminology	14
<i>Learning journey</i>	14
<i>Footstep</i>	14
<i>Walking party</i>	14
<i>Dispatch</i>	14
<i>Milestone</i>	14
<i>Glances</i>	15
How to's	15
Create an account as an educator	15
Add a class	15
Add another educator to the class	16
Create a student account	16
Upload an avatar	17
Make a new submission	17
Comment on a submission	18
Reply to a comment	18
Flag a comment	19
Edit an existing submission	19
Change a password	19
Edit a comment	20
Delete an educator or student account	20
View student roster	20
View an individual student's activity	20
Technical Requirements	20
Community guidelines	21
Out of Eden Learn for younger students	23
<b>Building Educator Community</b>	<b>23</b>
Our blog	24
Educator forum	24

Communicating with other educators	24
Social media	24
Suggested practices for video conferencing	25
<b>Curriculum Resources</b>	<b>26</b>
Learning Journey overviews	26
Dialogue toolkit	29
The dialogue toolkit is a set of commenting tools that are designed to support thoughtful exchanges between Out of Eden Learn participants.	29
Thinking routines	30
<b>Additional Resources</b>	<b>31</b>
Supporting our online community	31
Supporting thoughtful cross-cultural inquiry and exchange	34
Student and educator perspectives	36
A word about our research	37
<b>Duraisingh, L., Sheya, S., Kane, E. (2018). When Youth Dialogue: A Pedagogic Framework for Changing the Conversation About Migration. Global Education Review. Vol 5 No 4: The Importance of Educating Refugees</b>	<b>38</b>

# 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.

Email: [learn@outofedenwalk.com](mailto:learn@outofedenwalk.com)

Website: [learn.outofedenwalk.com](http://learn.outofedenwalk.com)

Instagram: [@outofedenlearn](https://www.instagram.com/outofedenlearn)

Twitter: [@outofedenlearn](https://twitter.com/outofedenlearn)

Facebook: [facebook.com/OutofEdenLearn](https://facebook.com/OutofEdenLearn)

YouTube: [youtube.com/c/OutofEdenLearn](https://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 their own lives connect to bigger human stories

We hope that by taking part in one of the Out of Eden Learn learning journeys participants will develop a curiosity to learn about people and places that are not familiar to them, new insights into their own lives, communities, and identities, as well as the capacity and inclination to:

- Slow down to engage in close looking and careful listening
- Situate their own lives within broader geographic, cultural, and historic contexts
- Make connections across context, time, and place
- Share stories and engage in dialogue with people from diverse backgrounds

In addition, we have created two specialized learning journeys—Stories of Human Migration and Planetary Health—that are designed to help students develop their understanding and engage critically with these two topics

## What is the Out of Eden Walk?

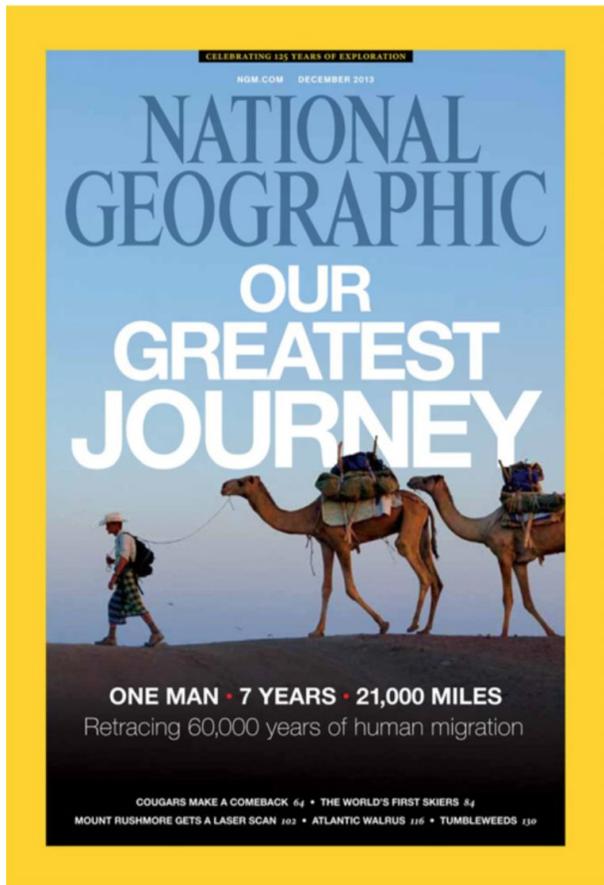
On January 10th, 2013 two-time Pulitzer Prize-winning journalist and National Geographic Fellow Paul Salopek set off on a 21,000-mile walk around the world. His Out of Eden Walk attempts to retrace the migratory pathways of our early human ancestors, as discernible from the archaeological record and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



*The Out of Eden Walk tracks the broad path of ancient human migration, as illustrated in the above map.*

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 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. In order to ensure they remained safe during travel, Paul and his guides 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 documented the Syrian refugee crisis.



*Paul Salopek's National Geographic cover story from December 2013*

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](#), many of which are featured in our learning journeys. You can browse through [National Geographic's archive of his dispatches](#) search by theme [through a resource that we offer](#) (located under the “[Educator Forum](#)” tab on the [Out of Eden Learn website](#)).

The Out of Eden Walk website features [detailed map 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 “[Glance](#)” video to convey a vivid sense of the place. He also interviews the nearest living human, always asking three simple questions: “*Who are you? Where do you come from? Where are you going?*”

# How does the Out of Eden Walk relate to Out of Eden Learn?

Out of Eden Learn began as an experimental collaboration with Paul, inspired by the strong resonance between his goals as a journalist and our goals as educators. The core learning principles of Out of Eden Learn - slowing down, sharing stories, and making connections - are compatible with the underlying principles of Paul's walk. Over time, Out of Eden Learn has grown into a significant online learning community in its own right, offering a promising model for global digital exchange.

Students engage with Paul's writing at several points throughout the curriculum. Paul has also created some materials specifically for Out of Eden Learn, including an audio welcome message to students, advice for conducting interviews, and his own reflections on the concept of 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 for 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 keenly 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, Paul's walk serves as a touchstone or anchor for our learning community, inspiring 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 aligned with our learning goals of slowing down, exchanging stories, and making connections. It is important to realize that while Paul and his walk are integral to Out of Eden Learn, we welcome diverse 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 are applicable in many different educational contexts. In particular, our two specialized learning journeys - Stories of Human Migration and Planetary Health - incorporate a variety of multimedia resources.

## Key principles

### SLOW

A major theme of Out of Eden Learn is that of slowing down. As project co-director 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."* Out of Eden Learn 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.

## SHARING STORIES

Exchanging stories is a core activity in Out of Eden Learn. It creates a space for students to tell their own stories and document their everyday lives to share with their online peers. They also explore the stories of others through interviews with a family member, neighbor, or other community members. 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 online learning groups or what we refer to as "walking parties" on Out of Eden Learn. This exchange of stories creates an opportunity for young people to develop new insights into the perspectives, lives, and cultures of other people.

Meanwhile, journalist [Paul Salopek](#) 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, rapid advances in 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 attention, and in particular students' attention, 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."*

## MAKING CONNECTIONS

Out of Eden Learn invites young people to situate their own lives within a broader geographic, cultural, and historical context than their immediate everyday. The international nature of both our learning community and Paul's global journey naturally invites young people to expand their knowledge of the world and how they think about it. The design of Out of Eden Learn is intended to help 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 "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 on the platform. 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 learning groups, or “walking parties,” of approximately 6 to 10 different classes of 90 to 180 students. We try to create diverse walking parties made up of young people of a similar age but from different geographic locations and walks of life.



*The points on this map illustrate some of the classrooms Out of Eden Learn has reached to date. The point of convergence represents a single walking party, in this case made up of classes from Riyadh, Saudi Arabia; Accra, Ghana; Chennai, India; several states in the U.S.; and Ontario, Canada.*

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 (under 10 years old), 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 23.*

3. Educators and students automatically receive new “footsteps,” or activities, every two weeks. Each footprint is made up of three different parts:

GET INSPIRED

DO AN ACTIVITY

INTERACT WITH YOUR WALKING PARTNERS



## -Creating Neighborhood Maps-

Part 1 **Get Inspired**

Open ▶

Part 2 **-Creating Neighborhood Maps-**

Open ▶

Part 3 **Interact with Your Walking Partners**

Open ▶

*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:** educators receive email alerts when new footsteps are ready. 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.

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 29.*

sema03 Beaverton, OR United States • 15.may.2015  
reply flag  
I like your drawing of your neighborhood. What places do you like to go around your neighborhood?

RandomPerson Mumbai, India • 28.may.2015  
reply flag  
Thanks! I usually just go to this park where me and my friends hangout and also to the library. Where do you hangout with your friends?

AAP10 Beaverton, OR United States • 15.may.2015  
reply flag  
Your map is very lovely, do you go down to the sea often?

RandomPerson Mumbai, India • 28.may.2015  
reply flag  
Thanks! I do sometimes but since it's not really a beach or a proper place to swim, there's not much to do around there. What do you like to do around your neighbourhood?

An example of student exchange

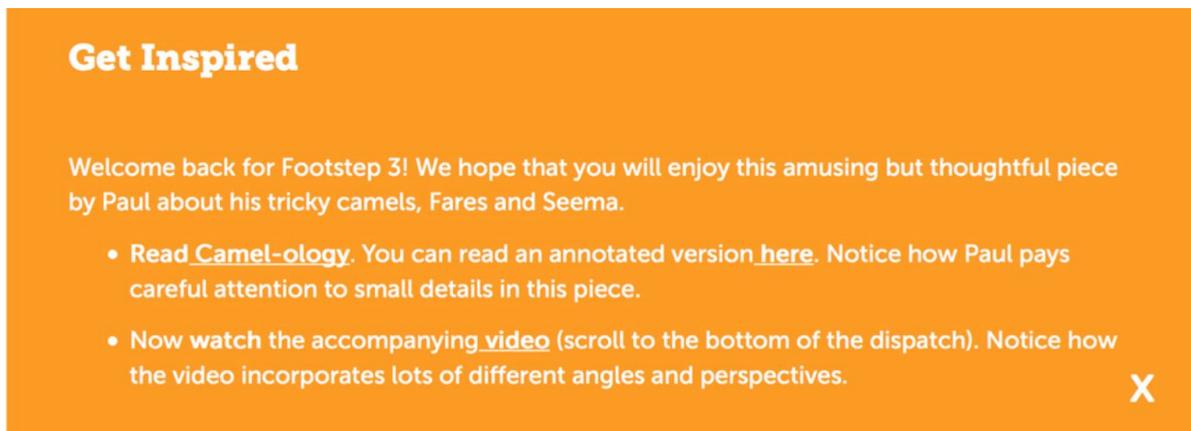
When students receive new comments on their posts, they will see a blue notification badge denoting the number of new replies they have received. Students will see this badge on the bottom right corner of their avatar.

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 spend 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 given the richness of the learning experience.

## Footstep walkthrough

Our Core Learning Journeys are comprised of six different footsteps, which students complete over the course of 12 weeks. The Stories of Human Migration and Planetary Health learning journeys contain four footsteps each, which students can complete over the course of 8-10 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 explore relevant resources (typically 1-2 brief articles or videos) from the Out of Eden Walk or other media sources.. 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.

a compact diamond shape

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 **camelid'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.”

Many of our footsteps feature 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 roughly 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.

Written instructions

**-Taking Neighborhood Walks-**



Now it's time for you to do a walk of your own – though one that is a lot shorter than Paul's. Students have told us that they are surprised by what they notice when they slow down to look with fresh eyes at where they live.

- Plan to take a walk in your neighborhood or local area. It may include places on your sketch map. You can walk by yourself or with a classmate, friend, or family member.
- As you walk in your neighborhood or local area, take photos of things that catch your attention. What do you see, feel, hear, taste, or smell? Try to look at the place and the people who live or work there with fresh eyes. Here are some ideas for different kinds of photos you can take:
  - Photos that capture a whole neighborhood scene, and photos that zoom in on a detail you find interesting
  - Photos where you're pointing the camera up and photos where you're pointing the camera towards the ground.
  - Photos of things that are common or familiar in your neighborhood, and photos of things that might be unexpected or surprising.
  - Something special that you'd like to share.
- Post two photos that you took on your walk.
- Tell the story of why you took these two photos and why you chose to post them. What do you like about the photos you took? What would you like other people in your walking party to notice or understand about them?
- How, if at all, did taking a walk and/or taking these photos make you think in new or different ways about your neighborhood or local area?

Embedded video with audio instructions and visual aids

## PART 3: INTERACT WITH YOUR WALKING PARTNERS

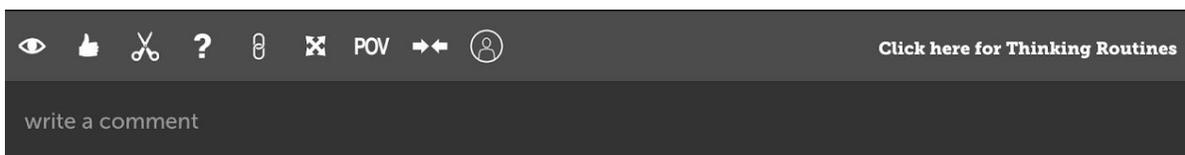
### Interact with Your Walking Partners

And now it's time to find out what other students saw as they walked through their neighborhoods. We hope you enjoy looking at all the different photos!

- Choose two posts from other students to look at and respond to.
- Write a comment in which you use the following dialogue tools:
  - **NOTICE:** What stands out to you or catches your eye in the photo and story shared here?
  - **APPRECIATE:** Share what you like, value or found interesting. Be specific.
  - **EXTEND:** Did the post extend your thinking or give you a new perspective? If so, share how.
  - **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in on other conversations.



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 slow down and think more deeply about their responses to other students' work. *Learn more about our Dialogue Toolkit on page 29.*



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, and several times throughout the learning journey as well. Our intention is to support interactions that go beyond the more surface-level “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 21 and “Supporting sensitive and thoughtful exchanges on Out of Eden Learn” on page 34.*

# 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 core-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. For students aged 13 years and up, we also offer a special learning journey called [“Stories of Human Migration”](#). We now also offer another special learning journey, an [Introduction to Planetary Health](#).

## *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 to 10 student groups, which usually add up to 150 to 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 the pool of classrooms signed up at the time the party launches.

## *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 <https://www.nationalgeographic.org/projects/out-of-eden-walk/>.

## *Milestone*

At every 100th mile of Paul Salopek’s journey, he creates a record called a [“Milestone.”](#) Here, 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 a multimedia experience of a specific location, which viewers can string together to get a sense of Paul’s broader journey.

## 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. You can watch Paul’s glances by clicking on a [Milestone](#) on the Out of Eden Walk website, then selecting the “Glances” tab.

## How to’s

### Create an account as an educator

Go to [learn.outofedenwalk.com](http://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](http://learn.outofedenwalk.com/terms).

Educators Login

Educators Register

Students Login

Students Register

**Please note:** Registering two accounts under one email address will produce a server error. In order to avoid this, educators should only create an account under their email address once.

### 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 onto 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. We do not have a strict minimum or maximum as far as numbers of students in classes—however, we

### Your Classes

You currently have no classes.

add a class +

Welcome to Out of Eden Learn!  
Now it's time to add or join a class.

request that class sizes do not exceed 50 students. This ensures that our walking parties are as diverse as possible. If you have a group of 50 or more students, feel free to sign up multiple classes on our platform.

Class Name	Join Code	Educators	Students	Parties	Status	Forum
Lobsters 2015-16 (view roster)	duwtxzmq	Mrs. Nancy Drew	25	L31 September 2015 Electronic Oasis	launch	connect
Starfish 2015-16 (view roster)	tueemrmd	Mrs. Nancy Drew	22	L31 September 2015 Sole Brothers	launch	connect
Vagabonding Club (view roster)	apaporfi	Mrs. Nancy Drew	18	September 2014 Electronic Oasis first	launch	connect
Lobsters 2014-2015 (view roster)	rxbrtbnf	Mrs. Nancy Drew	20	Spring 2015 1 Bucket first September 2014 Electronic Oasis first	launch launch	connect connect
Starfish 2014-2015 (view roster)	julirhpf	Mrs. Nancy Drew	20	Spring 2015 1 Bucket first September 2014 Electronic Oasis first	launch launch	connect connect
bp-lobsters (view roster)	qehkadyb	Mrs. Nancy Drew	25	Fall 2013	launch	connect
BP (view roster)	qfzpxrds	Mrs. Nancy Drew	23	Fall 2013	launch	connect

add a class +  
or Join an Existing Class

**Please note:** 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, October, January, and March. We contact educators via email around those times to confirm their interest in joining walking parties.

### Add another educator to the 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.



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 a student account

To create an account, students can go to [learn.outofedenwalk.com](http://learn.outofedenwalk.com), and then click on the orange “Students Register” button on

Students Login

Students Register

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.

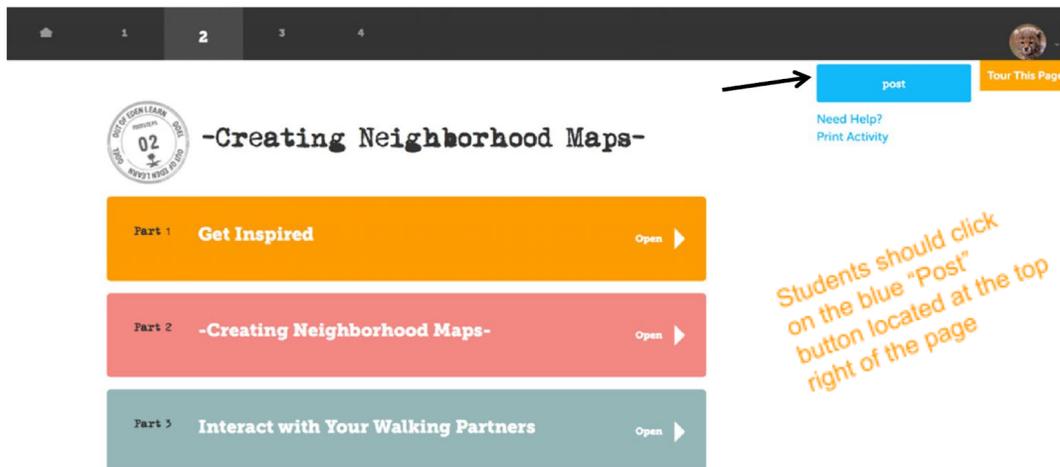
Students must then fill out a few prompts, including their age and gender. This information is for research purposes only and will not be shared with other educators or learners. When creating a username, please ensure that students **do not** use their real names.

## Upload an avatar

Once logged in, 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.

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.

The purpose of this activity is for you to think about your own relationship to a place. It is also a chance for you to share more about yourself!

- Sketch a map of your neighborhood or local area, as you see it through your eyes. This map does not have to be "accurate" or similar to other maps that exist. You can draw this map on paper and then scan it or photograph it to upload to the site. Or, you can draw it electronically -- for example through [Doodle Buddy](#) or [PaintBox](#). Do not use Google Maps or a similar online mapping service to represent your neighborhood.
- Write a true story to go with your map. If you like, you can record yourself telling a story and upload an audio file instead of writing it down. Your story could involve:
  - The whole map or one special place that is featured on your map.
  - A memory of something that happened to you when you were younger in one of the places on your map.
  - A typical day in your life that features places marked on your map.
  - A story about your neighborhood that you have heard from someone else -- it could be a story that happened before you were born.
  - How your neighborhood has changed over time.

Please write in sentences. Remember that what you write can be read by everyone in your learning community, including teachers, researchers, and students from many different backgrounds and places.

Click here to save and upload the submission.

Type the submission here.

Instructions for the footstep activity

These buttons allow you to include photos, audio files, videos, and hyperlinks in your submission.

When adding an image to a submission: If the image cannot be rotated, try resizing the image to make it smaller. In order to upload audio to our platform, the file must be in .mp3 format. In most programs, simply saving the file as an .mp3 will address the issue. However, you can also find free file converters online.

## 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.

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.

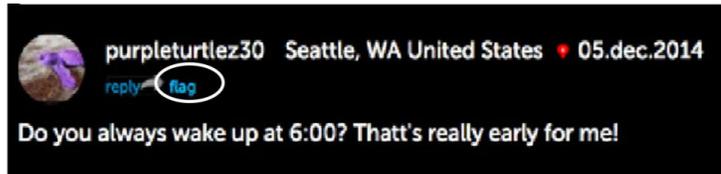
When done commenting, students click the blue "Post" button to publish their response.

## 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

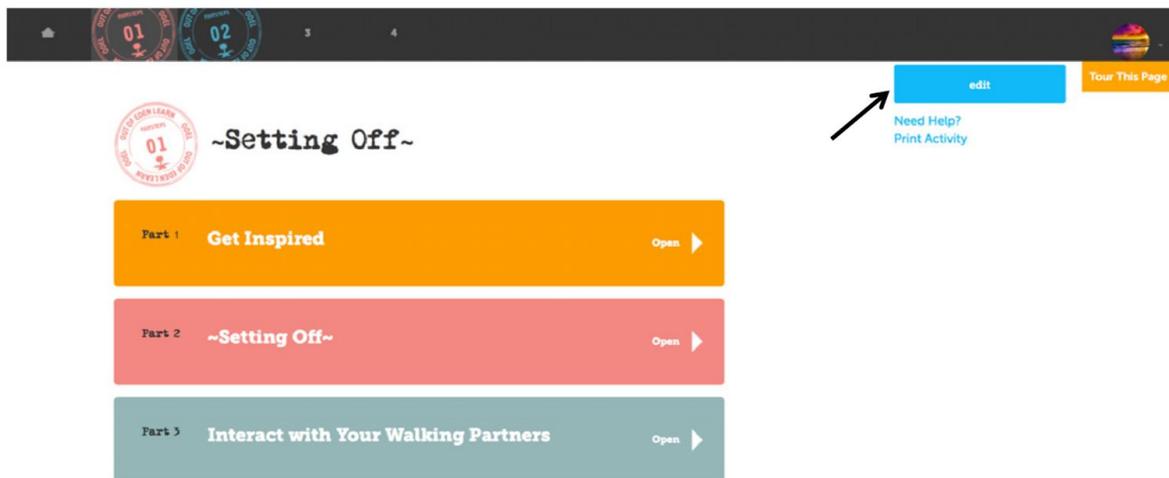
To date, we have had very few problems with inappropriate posts or comments. However, if a comment posted to our platform is inappropriate or potentially offensive, educators and students can choose to flag it. Flagging a comment alerts the Out of Eden Learn team, who will let the student's teacher know 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 21 and "Supporting sensitive and thoughtful exchanges on Out of Eden Learn" on page 34.*



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](mailto: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 as soon as possible. If the student doesn't remove the flagged comment within 48 hours the Out of Eden Learn team will delete it.

## 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](http://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

A screenshot of a password reset form. It has two input fields: 'username:' with the value 'OOEL.learner' and 'e-mail:' with a masked value '.....'. Below the input fields are two buttons: 'Change Email' and 'Change Password'. The 'Change Password' button is circled in red.

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](mailto:learn@outofedenwalk.com) with the username and we will delete it for you.

### View student roster

As an educator, you can view your entire roster of students for your class(es). To do so, locate your dashboard by hovering over the avatar at the right corner of the homepage. Scroll down to “Your Classes.” Click on a class name, which will bring you to the class roster.

### View an individual student’s activity

Hover over your avatar on the top right corner of [learn.outofedenwalk.com](http://learn.outofedenwalk.com). Scroll down to “Your Classes.” Click on a class name, which will bring you to the class roster. Then, click on an individual student’s username. This will show you a feed of this student’s activity to date on the platform, including when other students have commented on their posts.

## 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](mailto: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.

## 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.

## BE BRAVE

Share your point of view, even when it's different from what other people are saying. Disagreeing can be uncomfortable but it offers a great opportunity to learn different perspectives. We encourage you to challenge one another to think more deeply and in different ways. Just remember to express your thoughts respectfully.

### 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 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)



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



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

## 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](http://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](mailto: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 or at <https://learn.outofedenwalk.com/forum>.

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 dedicated 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.

## 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 ([facebook.com/OutofEdenLearn](https://facebook.com/OutofEdenLearn)) in a similar way.

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](#) (@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.

## 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](#) or [Zoom](#). 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 29*) 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 30*) 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, and our special Learning Journeys, [“Stories of Human Migration.”](#) and an [Introduction to Planetary Health](#) We also share our Dialogue Toolkit, which is designed to support meaningful engagement among students on Out of Eden Learn.

## Learning Journey overviews

Core Learning Journey 1: The Present and the Local		Core Learning Journey 2: The Past and the Global	
<b>Footstep 1:</b> <i>Setting Off</i>	Students introduce themselves and explain their choice of avatar. They start a conversation about Paul’s walk and what interests them about it.	<b>Footstep 1:</b> <i>Reflecting Back and Looking Forward</i>	Students share some highlights from their first learning journey and select and comment on a photo from Paul’s Instagram account.
<b>Footstep 2:</b> <i>Creating Neighborhood Maps</i>	Students create visual representations of their local area, as seen through their eyes, and share a related story.	<b>Footstep 2:</b> <i>Connecting Our Own Lives to the Past</i>	Students make a visual representation of how their own lives connect to the human past or history.
<b>Footstep 3:</b> <i>Taking Neighborhood Walks</i>	Students go for a walk in their local area and observe their surroundings carefully; they take photos to share with other participants.	<b>Footstep 3:</b> <i>Learning From Other Generations</i>	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.

<b>Footstep 4:</b> <i>Listening to Neighbors' Stories</i>	Students interview an adult to learn about someone else's experiences and memories of their local area.	<b>Footstep 4:</b> <i>Connecting Everyday Objects to Bigger Systems</i>	Students closely observe an everyday object, generate questions about it, and then represent how that object connects to a bigger system.
<b>Footstep 5:</b> <i>Documenting the Everyday</i>	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.	<b>Footstep 5:</b> <i>Noticing Global Forces in the Everyday</i>	Students select a photo from one of the "Everyday..." Instagram sites and observe it carefully, looking for signs of global forces or connections.
<b>Footstep 6:</b> <i>Looking Ahead</i>	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 from his current location and suggest the kinds of stories he should try to tell.	<b>Footstep 6:</b> <i>Planning Next Steps</i>	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.

[Core Learning Journey 1: The Present and the Local](#) is designed to introduce students to the principles of “slow journalism” as well as “slow looking and listening”—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.



[The Stories of Human Migration Learning](#) Journey enables older students (age 13 and over) to explore a pressing issue of our times; it is also a theme that resonates with the Out of Eden Walk which retraces the migratory pathways of our ancient human ancestors. This learning journey includes a wide range of resources. Students are encouraged to consider how their own

lives are connected to the topic of migration, even if they themselves have always lived in the same place. They critically examine media representations of migrants and migration and reflect on what they have learned from the variety and complexity of the stories they have learned both with and from one another.

Special Learning Journey: Stories of Human Migration	
Footstep 1: <i>Our Own Stories of Migration</i>	Students listen to and retell the migration story of someone who is close to them <i>or</i> they create a map or diagram to depict a migration story within their family or community.
Footstep 2: <i>Everyday Borders</i>	Students take a slow walk in their neighborhoods or everyday contexts, specifically paying attention to and documenting both visible and invisible borders.
Footstep 3: <i>Migration in the Media</i>	Students compare and contrast two different media reports on human migration, critically attending to the ways in which the authors may seek to influence readers' opinions about migration and migrants.
Footstep 4: <i>Migration Today</i>	Students listen to and retell the migration story of someone they do not know well <i>or</i> they create a booklet, slideshow, or video intended to help newly arrived migrants navigate an everyday activity in their community.

[The Introduction to Planetary Health](#) Learning Journey was developed in collaboration with the Planetary Health Alliance based at the Harvard Medical School. It invites students to explore the intricate connections between human health and environmental wellbeing of our earth and to consider how they might make choices in their everyday lives that would be healthier both for themselves and for the planet.

Special Learning Journey: Introduction to Planetary Health	
Footstep 1: <i>Walking with Health in Mind</i>	Students take a slow walk in their own neighborhoods, noticing things that may have an impact on their own health, the health of people in their community, and/or the health of the environment.
Footstep 2: <i>Uncovering the Big Idea of Planetary Health</i>	Students read and view resources related to planetary health. Then, they draw on their work from Footstep 1 to choose one human health impact and one environmental change, and make a concept web connecting the two.
Footstep 3: <i>Zooming in, Reporting out</i>	Students identify an issue or topic related to planetary health that particularly interests them, then investigate it and share their findings.

<p style="color: #43a047; margin: 0;"><b>Footstep 4:</b> <i>Exploring What We Can Do</i></p>	<p>Students identify a few choice-points in their everyday routines where they make choices that might impact planetary health. Then, they select one choice-point and consider alternative choices that would be healthier for their communities and the planet. Finally, they create a resource that informs others about the issue and persuades them to adopt similar changes.</p>
--	--

# Dialogue toolkit

The [dialogue toolkit](#) is a set of commenting tools that are designed 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 on our website.

	<p><b>Notice:</b> 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</p>		<p><b>Connect:</b> Make a connection between something in the post and your own experiences, feelings, or interests</p>
	<p><b>Appreciate:</b> Share what you like, appreciate or value in the post you've read. Be specific.</p>		<p><b>Extend:</b> Describe how the post extended your thoughts in new directions or gave you a new perspective.</p>
	<p><b>Snip:</b> 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.</p>	<b>POV</b>	<p><b>POV:</b> Express your point of view (POV), position or opinion.</p>
	<p><b>Probe:</b> Probe for more details. Ask questions that will help give you a better sense of another person's perspective.</p>		<p><b>CHALLENGE:</b> Question or challenge a point of view (POV) or idea someone else has shared.</p>
	<p><b>NAME:</b> Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.</p>		

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 above. 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.

## Thinking routines

We also invite students to try out the following Project Zero thinking routines as they consider how to respond to other students' work. You may also find it helpful to incorporate these routines into class discussions about Out of Eden Learn resources or examples of student work posted within your walking party.

### *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

*See-Wonder-Connect*. Washington D.C.: National Gallery of Art.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco, CA: Jossey-Bass.

Sloan, C. Comment as Genre. *Youth Voices: A National Writing Project community*.  
<http://youthvoices.net/node/35079>

Visible Thinking website:

[http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03a\\_ThinkingRoutines.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html)

Winiiecki, Donald J. (1999). Keeping the thread: Adapting conversational practice to help distance students and instructors manage discussions in an asynchronous learning network. *DEOSNEWS*, 9(2), 1-14. Available: [http://learningdesign.psu.edu/deos/deosnews9\\_2.pdf](http://learningdesign.psu.edu/deos/deosnews9_2.pdf)

## Additional Resources

### Supporting our online community

The Out of Eden Learn team is committed to making our site a safe and respectful environment for all participants. We need the help of all community members – including youth and educators – to make this happen.

Our **Community Guidelines** and **Dialogue Toolkit** are cornerstones of our efforts to build a positive community. We ask that educators discuss these resources as follows:

- Please review and discuss our [Terms of Service](#) and [Community Guidelines](#) with your students before they begin their learning journeys. These guidelines reflect our interest in promoting communication that is both authentic and respectful.
- Review and discuss the [Dialogue Toolkit](#) with students. The Toolkit is designed to encourage students to be thoughtful in their exchanges with others on Out of Eden Learn. Icons representing different dialogue tools appear in the comment box as reminders of the kinds of comments students can make on each other's posts. For an overview of the rationale for the Dialogue Toolkit, check out [this blog post](#).
- Examples of Out of Eden Learn students using the dialogue tools can be found [here](#), [here](#), and [here](#).
- Encourage students to pause and reflect *after writing* a post or comment and *before clicking* "Post." Questions for reflection might include: *Do you know the meanings of the words you are using in your post/comment? 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 might 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, in light of the Community Guidelines and Dialogue tools.
- Make both the Community Guidelines and Dialogue Toolkit visible in your classroom or learning context as a reminder to students. (Use our printer-friendly handouts of the Community Guidelines and Dialogue Toolkit.)

On the whole, Out of Eden Learn is a respectful community. However, despite good intentions, online interactions between people from diverse backgrounds can at times lead to insensitive exchanges. Further, on occasion, situations arise that require efforts to underscore the values of our community and our guidelines for interacting with one another. Below, we address the following frequently asked questions and provide suggestions for supporting positive exchanges and handling any concerns that may arise:

## 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 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 violate our privacy [Terms of Service](#)– 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 [suggested strategies for talking with students](#) below. Students can edit their posts by following these steps:

- Log into the website and click on their Homepage.
- 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, but they can be deleted by the student who posted the comment. If you notice a concerning comment, you should click on the blue flag button next to the comment to alert the Project Zero team who will review and decide on an appropriate course of action. Please allow 48 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](mailto:learn@outofedenwalk.com). We will review and decide on an appropriate course of action. We will also contact the relevant educator so that they can talk with the individual student. Please allow 48 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 48 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 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: *Do you know the meanings of the words you are using in your post/comment? 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 might 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](#). Underscore the importance of being authentic (“Be Yourself”) but also respectful (“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, [What Makes You Say That?](#), [Step Inside And Circle of Viewpoints](#), may be helpful resources. It’s important to note, however, that the goal of the routines is not to gain a complete understanding of another person’s perspective; that would be impossible. Instead, the routines are best framed as starting points for trying to understand someone else’s point of view and for bringing up information gaps and new questions (*What do I need to know in order to understand another person’s point of view better?*)

**If you or your students observe something inappropriate or concerning** posted by another student 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 [How can inappropriate posts or comments be edited and reported?](#)
- Engage students in a discussion of productive strategies 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 share different points of view (*This article/book/resource provides a perspective worth considering*).
- Use this moment to underscore the importance of authentic yet respectful engagement. Revisit and review the Out of Learn [Community Guidelines](#) and, if applicable, class-specific norms for communication. Ask students to review their own posts, as suggested above.

## Supporting thoughtful cross-cultural inquiry and exchange

Out of Eden Learn promotes cross-cultural inquiry and exchange by inviting young people to learn about and from other people’s stories and perspectives. These people may live halfway around the world or just down the street. [Our model also](#) emphasizes exploring one’s own culture and seeing the familiar with new eyes. As we undertake this work, we are guided by the understanding that cultures are fluid, hybrid, and complex. We see cultures as extending far beyond, though certainly including topics such as flags, food dishes, or attire. Paul Salopek’s [The River of Culture](#) illuminates this view.

According to many students and educators, the opportunity for cross-cultural inquiry and exchange is a large part of what makes Out of Eden Learn so engaging. Further, we believe that offering young people opportunities to engage in thoughtful cross-cultural inquiry and exchange is particularly important today. We collectively face a range of issues that will require a capacity and inclination to engage critically and collaboratively with other people to address them, even at a time of increasingly intolerant and divisive public discourse in many parts of the world. Our aspirations are that Out of Eden Learn will help young people to develop:

- Respectful curiosity about their own and other people's lives, identities, and values
- Enhanced understanding of cultural complexity and human diversity
- The capacity and inclination to respectfully reach out to other human beings and to communicate sensitively and effectively across real and perceived differences
- Self-awareness of their own perspectives and how they might be similar or different to those of other people
- Ability to probe and critically examine their own taken-for-granted assumptions, preconceptions, and stereotypes

Meeting these aspirations can be challenging for all of us and should be considered a lifelong endeavor. In an attempt to support students, we have designed Out of Eden Learn activities in ways that encourage students to slow down and consider the world from multiple viewpoints. We seek to help students avoid generalizations and simplifications and to be reflective about their understandings of their own and others' cultures.

Our [Community Guidelines](#) highlight principles that we see as important for building a respectful and safe space for cross-cultural inquiry and exchange. Also, our [Dialogue Toolkit](#) is designed to support thoughtful commenting.

We also imagine that you have many strategies or resources of your own that you can use to help guide students, particularly ones that encourage your students to engage in critical thinking and reflection. Below are a few additional resources that may be helpful.

- [Circle of Viewpoints](#): This modified thinking routine asks students to consider a topic from multiple perspectives. It could be used to help students imagine the variety of ways in which people experience the world, even within one local community, and to share their stories in a way that is attuned to this complexity. The routine could also be used when students are reading dispatches from Paul or work from other students to help them consider how people might experience the same event or piece of work differently.
- [What Makes You Say That?](#): This thinking routine asks students to make explicit their process of interpretation. It could be used when looking at a post by Paul Salopek or from a peer. By asking students to reflect on how they are building understanding, you can help them to avoid making ungrounded or hasty assumptions about others or what they have posted.
- [The Danger of a Single Story](#): In this TED Talk (available in 44 languages), author Chimamanda Ngozi Adichie explores the tendency to interpret the dominant story of a culture as its only story and how this can lead to harmful overgeneralizations and misunderstandings. Both a video file and text transcript are available to share with your

students. Watching or reading this talk could be a powerful entry point into a class-wide conversation about dominant narratives, media portrayals, and stereotyping.

As we continue to engage in this important work together, we look forward to hearing about other approaches you are using to support your students' cross-cultural learning. Let us know what you find helpful!

## Student and educator perspectives

The following quotes from participating students and educators capture what they appreciated about learning through their involvement in Out of Eden Learn.

*I think the most important part of what we have 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

Out of Eden Learn is an initiative of Project Zero, a research center housed at the Harvard Graduate School of Education. Despite its singular name, Project Zero is a collection of loosely linked research projects that investigate the richness of human learning across a range of settings, including schools, museums, community and organizational contexts, and online platforms. All Project Zero initiatives are funded through grants or gifts. While its research projects vary in focus and methodology, a common thread across almost all Project Zero projects is that they aim to contribute directly to improving educational practice. They also tend to be collaborative and iterative, involving teachers, students, and other stakeholders in the research process.

The design of the Out of Eden Learn curriculum and online community are informed by decades of research on learning and thinking carried out at Project Zero. In addition to building on this history, Out of Eden Learn is itself a research project. The project has the good fortune—and the challenge—of having vast amounts of data on which to draw, including tens of thousands of pieces of student work posted online and their related dialogue threads, thousands of student surveys, and hundreds of teacher and student interviews.

We use our data in two broad ways. Firstly, to improve the program and extend it in ways that are responsive to the needs and interests of students and teachers. For example, in the early years of the program we noticed that students' dialogue threads seemed thin, but when we verbally interviewed them, students reported a high level of curiosity about the work of their online peers that wasn't showing up in their online conversations. We therefore developed a 'dialogue toolkit' to support thoughtful, curious online exchange, and we continue to investigate its effectiveness and potential for further development.

Secondly, we use our data to address questions that can inform education and human development more broadly, beyond—but often including—the specific goals of the Out of Eden Learn program. Questions of interest include:

- How do young people think about culture: How do they recognize and describe their own cultural identities, and the cultural identities of others?
- How can online interactions help young people to think about culture in more nuanced ways?
- How do young people connect their own lives to bigger human stories unfolding across different times and places?
- How can dialogue 'moves,' such as those in Out of Eden Learn's Dialogue Toolkit, support and deepen thoughtful online interactions on other social media platforms and in-person interaction among youth? How can dialogue moves support and deepen teacher practice, beyond the Out of Eden Learn curriculum?
- How does Out of Eden Learn provide educators working in contexts with limited resources an entryway into progressive education practices, and how can the program

be leveraged to build connections among teachers across different contexts and cultures?

- What do youth around the world find enjoyable about ‘slowing down to look and listen closely’--one of the 3 core goals of Out of Eden Learn--and in what ways do they perceive slowing down as an important counter narrative to their everyday lives?
- What are the commonalities and differences in how youth around the world make maps of their neighborhoods?
- What are the commonalities and differences in how youth around the world think about human migration?
- How do youth build a shared sense of agency about environmental issues, across contexts and cultures? What are the commonalities and differences in their concerns about planetary health? How do youth in different contexts and cultures see connections between planetary health and their own lives?

The project has already conducted research related to several of the foregoing questions, and we hope to expand our research capacity in the coming years. Below is a list of publications related to Out of Eden Learn’s current and past research initiatives.

Duraisingh, L. (in preparation) Learning about culture(s) via intercultural digital exchange: Opportunities, challenges, and grey areas. *Intercultural Education*

Dawes Duraisingh, L. (2020, forthcoming). Chapter 7: Promoting engagement, understanding and critical awareness: Tapping the potential of peer-to-peer student-centered learning experiences in the humanities and beyond. In S. Hoidn & M. Klemenčič (Eds.) *The Routledge Handbook of student-centered learning and teaching*.

Duraisingh, L., Sheya, S., Kane, E. (2018). When Youth Dialogue: A Pedagogic Framework for Changing the Conversation About Migration. *Global Education Review*. Vol 5 No 4: The Importance of Educating Refugees

Kreikemeier, A., & James, C (2018). Commenting across difference: Youth dialogue in an intercultural virtual exchange program. *Digital Culture & Education*, 10(1), 49-66

Tishman, S. (2019). Youth Neighborhood Maps from Around the World: A Preliminary Look Through a Studio Thinking Lens. *Empirical Studies of the Arts*.

Tishman, S. (2018). *Slow Looking: The Art and Practice of Learning Through Observation*. New York: Routledge.

To learn more about our research philosophy, read our [white paper](#) (accessible on the [Out of Eden Learn homepage](#)).

At present, we are carrying out three distinct strands of research tied to the core learning aims of Out of Eden Learn:

## SLOW

Out of Eden Learn’s curriculum activities were specifically designed to invite slow looking—that is, [“taking the time to carefully observe more than meets the eye at first glance ... being generous, almost lavish, with one’s attentional focus, in order to see beyond first impressions.”](#) From student feedback about Out of Eden Learn to date, it appears that learners are finding enjoyment in slowing down— an insight that stands in stark contrast to a pervasive contemporary narrative about young people’s supposedly ever-shortening attention spans. Our “slow” research strand aims to explore the ways in which students are engaging with slow looking. What specifically do young people see themselves doing, and what are they feeling, when they slow down to look closely? What are some of the “symptoms” of slow looking? What are the potential benefits of inviting young people to engage in slow looking and attentive listening?

## DIALOGUE

Online tools and communities provide powerful venues for both storytelling and dialogue. While young people often embrace these media for sharing, they may be less likely to use them to engage meaningfully with youth from different backgrounds or who hold differing beliefs and perspectives to themselves. A core design feature of Out of Eden Learn is to bring youth from different backgrounds together, online, to share and inquire about one another’s lives.

The Out of Eden Learn Dialogue Toolkit is intended to support the quality of youths’ exchanges on our platform. Our dialogue research strand explores how participants in Out of Eden Learn respond to the opportunities and supports for meaningful dialogue. Specific questions include: What is the nature of the dialogue taking place in Out of Eden Learn? What commenting moves are youth using as they engage with other young people? What do youth report that they learn from their exchanges? How are educators supporting youth to engage in meaningful dialogue? What are the impacts for youths’ engagement in other online settings, such as social media sites and apps?

The overarching goal of the dialogue research agenda is to assess the nature of dialogue on Out of Eden Learn, refine our platform design and educator supports as needed to support meaningful exchanges, and to distill strategies and design principles to promote dialogue across difference in a range of online settings.

## CULTURE

Out of Eden Learn is designed to foster thoughtful cross-cultural inquiry and exchange and many students and educators say they are drawn to Out of Eden Learn to learn about cultures that are different from their own. We also believe that our learning community holds great promise for challenging our participants’ stereotypes and diminishing their tendency to latch onto “a single story” about various communities, identities and cultures—and even for helping them rethink what the term culture means itself.

To advance this work, we have embarked on a research strand that looks more closely at the ways in which young people talk about cultures—including ones to which they feel they belong—and what they think they learn about various cultures through participating in Out of Eden Learn. Some questions we are asking: 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 sorts of unique affordances does the Out of Eden Learn platform grant students in the realm of cross-cultural encounters? How do students recognize and conceive of their own cultural identities?

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.