



**GENERATION
GLOBAL**

Generation Global

A project of the Tony Blair Faith Foundation

Our Definition of Dialogue

Dialogue is an empowering process which enables students to encounter the other in a safe environment; transforming the unfamiliar into the familiar. It is profoundly reciprocal, and rooted in an open, mutually respectful approach.

Closed minded

- Scared of difference – seeks to avoid encounter with diversity.
- Lacks confidence in own perspectives.
- Quick to accept ‘othering’.
- Polarised world view – us / them.
- Rejects ambiguity – sees issues as having one solution.
- Uncritically accepts perspectives.

Open Minded

- Open to difference, and encounter with diversity.
- Confident in expressing own points of view.
- Able to appreciate and navigate similarity and difference.
- Confidence in dealing with ambiguity.
- Able to critique sources of information.

Essentials of Dialogue



CHAPTER SEVEN

BLOGGING

Blogging is another way students have the opportunity to explore, articulate and develop their own views as well as to encounter those of others. An online...



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CHAPTER SIX

VIDEOCONFERENCES

IN THIS CHAPTER

1. THEORY

- FIND THE RIGHT EQUIPMENT
- FIND THE RIGHT CONNECTION
- FIND A GLOBAL PARTNER
- FINALISE THE DETAILS
- PREPARE YOUR STUDENTS
- CONFIRM ARRANGEMENTS
- DO THE DIALOGUE
- REFLECT WITH YOUR PARTNER

2. ACTIVITIES

- SHARE/REFLECT UPON THE AGENDA
- PRACTISE THE SKILLS

3. WORKSHEETS

Connecting with a global partner is an excellent opportunity for your students to put their skills into practice, and learn about other cultures and beliefs. It will enable students to be more globally-minded and see themselves as proactive and engaged global citizens. Students have the opportunity to explore, articulate and develop their own views, as well as to encounter and consider those of others.

We have developed good practice in two ways for your students to dialogue with a global partner, and we outline some of the ways that you can make these global dialogical connections for your students below. The two primary ways of giving your students a global dialogue experience are through videoconferencing and blogging. We cover videoconferencing in this chapter and blogging in the next. In a videoconference link in this chapter and blogging in the next. In a videoconference link (either schools talk to one another over a videoconference link (either schools talk to one another over a videoconference, where they can work with a number of other schools, or partnering with one single school). This is synchronous dialogue; it takes place at the same time, and gives students a fabulous sense of direct communication with their global peers.

STEPS FOR A VIDEOCONFERENCE

1. Find the right equipment
2. Find the right connection
3. Find a global partner
4. Finalise the details
5. Create a safe space
6. Prepare your students
7. Confirm arrangements
8. Do the dialogue
9. Reflect with your partner

1. FIND THE RIGHT EQUIPMENT

We have years of experience connecting schools for videoconferences. While you do not need expensive equipment, it is preferable for the quality of the experience and for the quality of the dialogue that some external hardware is used. Do not underestimate the importance of the students being able to see and hear one another clearly. An external microphone will mean that your students' voices are clearly heard; using external speakers will make for much better sound quality. Using the following equipment will help you to have an optimal experience:

- An external microphone (not one built into your computer).
- This is critical, it will make a huge difference.
- An external webcam (if built into webcams will work).



- A projector or link to a large screen.
- External speakers. Again, this is critical; built-in speakers are not loud enough for a number of people to listen.
- A reliable connection to an internet network (with a minimum speed of 384 KBPS – the faster the better. 1 MBPS is optimal). Many people use wireless networks but a wired connection is often more reliable.

Many videoconferencing platforms offer testing. We strongly recommend that you test your visual and audio using exactly the same location and equipment that you will use for your class-to-class video conference. Making any changes in the hardware can have unexpected consequences which may seriously damage your videoconferencing experience.

2. FIND THE RIGHT CONNECTION

We believe that it is now relatively simple and straightforward to use freely available software and online tools to empower your students with these global experiences. Below are some suggestions for free videoconferencing:

GOOGLE HANGOUT
Using your Google account you can arrange one-to-one videoconferences or group videoconferences with your partner teacher(s). To set up a call you and your partner teacher(s) would arrange to be online at the same time and you would call them using their Gmail/Google+ address. You can start

OUTDOOR LEARNING
VIDEOCONFERENCES

WORKSHEETS

SCHOOL VICE PRINCIPAL, UNITED ARAB EMIRATES

“I WAS REALLY INTERESTED TO SEE HOW CONCEPTUAL THE LESSON CONTENT WAS AND HOW MUCH IT CHALLENGED THE STUDENTS”.

Videoconferences



TEACHER, USA

“IT WAS HELPFUL IN BREAKING
DOWN STEREOTYPES, AS WELL
AS A GOOD OPPORTUNITY TO
RESPECTFULLY DISAGREE
ON SOME TOPICS.”



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