

**Q: How many schools will be involved in this project?**

A: You will be connected to a DCPS school if you are local and three other locations, including Alaska, Norway, Finland, Russia, and Canada

**Q: When will this project be launched for the students? What is the interval (time) between each stage?**

A: You will connect with other teachers in February to start collaborating and introduce yourselves. March will be the first time you do the selfie project and you will view other videos answering the same line of inquiry from 3 other places. You will do this again with another selfie and different line of inquiry in April and then again in June. Please see the timeline document for further clarification

**Q: And when will the last part of the project be done?**

A: The project will consist of looking at one question for a month and watching other selfies from other places and examining those using any of the pre and post activities suggested. The project will culminate by June. Our hope is that a community service project or poster presentation or another final project will be co-created by teachers and students.

**Q: How much involvement from the teachers are expected?**

A: Teachers will be collaborating with other teachers from around the world on this project. We have given you a few ideas for pre and post activities but you should adapt them for your classroom and grade level and subject area. Teachers are expected to collect exit tickets from the students after each line of inquiry (writing prompt) and participate in a pre and post survey on the project. Teachers are also expected to help in the uploading of selfies to the platform and of finding time for you to view other selfies during the month to compare/contrast.

**Q: Who will have access to the results of the 60 seconds selfies?**

A: The other schools you are collaborating with will have access to the selfies. We are working on finding the best platform to host the videos and teacher collaboration. Researchers on the team will also be accessing them. We are currently working on getting the Institutional Review Board's approval of this research. We will collect forms of consent from students participating.

**Q: Are my students the right age for this project?**

A: We recognize that across the world, we educate our students differently and group them differently. We are trying to align the ages of your classroom with other classrooms. For example 8 and 9 year olds in the United States with those in Norway. The pilot includes the span of K-12. We are attempting to have a primary or elementary school group, middle school group or lower secondary, and a high school group or upper secondary.

**Q: Is it suppose to be only one selfie from each class?**

A: There are many ways to structure this in your classroom and that is why it will be important to collaborate with international teachers also participating in this pilot on how best to do this. For example, an elementary school or primary school might want to only take a couple selfies or do one as a class to

answer the line of inquiry. It also depends on the technology you have access to. Here are some suggestions for how to structure this in your classroom. We only ask that the other classrooms are structuring it in a similar way.

*Digital Pen Pals Exchange* - Each student takes a selfie to answer the line of inquiry and uploads it onto the platform. You could match them with students from other countries 1:1. The student plays the main role in this structure and might be good for older kids. Teachers would need to monitor what students are adding and structure the assignment beforehand if it is done in their independent time.

*Classroom Selfie Exchange* - A classroom could do one selfie as a class after a field trip around their neighborhood, examining environmental issues and things they like about their neighborhood. The teacher plays the main role in this structure and might be good for younger kids.

*Small Group Selfie Exchange* - A classroom could break their students into groups or pairs and examine the same line of inquiry (maybe different themes). It could be a group selfie video or one could be the center of the video while the others contribute in different ways. The classroom could keep the same group for all three lines of inquiry or change up the groups. It is important that each child has an equal and fair chance to have their voice and agency recorded in this case. Depending on the class the group could be chosen by the teacher or students could choose their group. Each group could watch other groups from other places or as a class you could facilitate a discussion. The teacher plays a role in this structure in giving students their specific responsibility and expectation within the group.

If you have any questions or need advising on setting up the pilot program in your classroom please reach out to the international teachers on your grade level team using the online platform (TBD) and/or your educational researchers.

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