

# Center for Global Geography Education



## Guide to Collaborative Projects

[www.aag.org/cgge](http://www.aag.org/cgge)

### Introduction

Each Center for Global Geography Education (CGGE) module offers collaborative projects that use e-learning technologies to connect geography classes internationally for online collaboration and learning. The collaborative projects are adaptable for a wide range of educational settings and may be modified to fit your particular teaching objectives. Refer to the [CGGE Facilitator's Guide](#) for more information and suggestions for using the collaborative projects.

### Key to Collaborative Projects

The CGGE Collaborative Projects are as varied as the modules themselves. The symbols seen below represent the most common formats for collaboration.



**Discussion Forum:** Students respond to a question or statement and interact with their team members.



**Data Analysis:** Students use real-world data to make spatial analyses. MS Excel or another spreadsheet program may be needed for some of these projects.



**Brief Exercise:** These collaborative projects require little if any background research before completing. Students may need to refer to the CGGE module or another website for reference.



**Wiki:** Students publish their own glossary of terms, and build on each other's work.



**Mapping Exercise:** Students create and/or interpret maps.



**Medium-term:** Students are required to do research, to discuss in-depth, or to do some other activity that may take 1-3 hours, depending on the students' skill level.



**Blog:** Students share their perspectives in a blog.



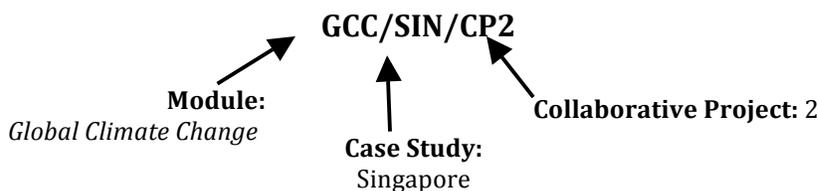
**Exercise using Digital Imagery:** Students use remotely sensed images to analyze spatial patterns. Google Earth required for some of these projects.



**Longer-term:** These collaborative projects have multiple steps and typically require students to conduct research and make analyses in their local groups.

### Collaborative Project (CP) Naming

Each collaborative project is named for its Module, Conceptual Framework (CFR) or Case Study designation, and number.



GCC/SIN/CP2 is the second Collaborative Project from the *Global Climate Change's* Singapore Case Study.

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**Global Climate Change (GCC)**

Case Studies: Australia (AUS), United States (USA), Singapore (SIN), Southeast Asia (SEA)

		<p><b>GCC/CFR/CP1: Climagraphs</b> Students predict what the climate graph might look like for one of their international collaborators, draw the climagraph in MS Excel, share the climagraph with their international collaborators, and discuss questions on discussion forum.</p>
		<p><b>GCC/AUS/CP1: Environmental Art Interpretation</b> Students interpret an environmental change-themed painting.</p>
		<p><b>GCC/AUS/CP2: Mt Buffalo Snowline</b> Students analyze climate data in order to create snowline polygons using Google Earth. Students compare their results and discuss local climatic changes and impacts.</p>
		<p><b>GCC/USA/CP1: Carbon Footprint Blog</b> Students create a blog in Moodle to track and discuss their carbon footprint.</p>
		<p><b>GCC/USA/CP2: Carbon Footprint Discussion</b> Students analyze their carbon footprints with their team members—locally and/or internationally.</p>
		<p><b>GCC/USA/CP3: Greening the Campus Discussion</b> Students discuss campus-based sustainability programs and actions, and analyze their impacts.</p>
		<p><b>GCC/USA/CP4: Reducing Carbon Footprint Wiki Assignment</b> Students create wikis on biofuels, wind power, nuclear power, and food miles.</p>
		<p><b>GCC/USA/CP5: Carbon Footprints, Land Use Planning, and Alternative Energies</b> Students discuss the relationships between carbon footprints and suburbanization, land use planning strategies in different countries, and alternative energy solutions.</p>
		<p><b>GCC/SIN/CP1: Singapore and Global Climate Change Wikis</b> Students create wikis related to the impacts of global warming on Singapore and the related mitigation actions.</p>
		<p><b>GCC/SIN/CP2: Singapore and GCC Discussion</b> Students synthesize the information learned in a wrap-up discussion.</p>
		<p><b>GCC/SEA/CP1: Climate Change in the Local Media</b> Students exchange examples of local media representations of GCC, and discuss the media's impact on perceptions and decision-making.</p>
		<p><b>GCC/SEA/CP2: Landscape Change in Xuan Thuy National Park</b> Students interpret and discuss satellite images.</p>

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**Migration (MIG)**

Case Studies: Europe (EUR), United States (USA), Chile (CHI), Southeast Asia (SEA), India (IND), Japan (JPN)

	<b>MIG/CFR/CP1: Local Migration Research</b> Students conduct local migration surveys, compile their results in a report, and make comparisons with their international team members' reports.
	<b>MIG/EUR/CP1: European Borders Discussion</b> Students review European stakeholders' positions and discuss policies related to African migration to Europe.
	<b>MIG/USA/CP1: Dangerous Border Crossings</b> Students review images from the Arizona-Mexico border and discuss immigration policy options.
	<b>MIG/USA/CP2: Chilean Immigrants in the U.S.</b> Students map and analyze data of Chilean immigrants to the United States.
	<b>MIG/CHI/CP1: Temporary Migration in Chile</b> Students analyze temporary migration statistics, compare regional in-flows and out-flows, and discuss findings with international team members.
	<b>MIG/SEA/CP1: Migration Family History</b> Students complete a migration family history, create a group map, and discuss their histories with their international team members.
	<b>MIG/SEA/CP2: Migration to Japan Cartograms</b> Students create and analyze cartograms depicting migration to Japan.
	<b>MIG/SEA/CP3: News on Female Migration</b> Students investigate a topic such as human trafficking or factory labor, and write news articles about the topic that includes a creative component.
	<b>MIG/SEA/CP4: Migrant Letter</b> Students write a letter as a migrant and post them in a discussion forum.
	<b>MIG/SEA/CP5: Vietnamese Migration Mapping</b> Students create and analyze maps related to Vietnamese migrations.
	<b>MIG/SEA/CP6: Ethnographic Research</b> Students develop ethnographic research skills by interviewing classmates.
	<b>MIG/SEA/CP7: Key Terms Matching</b> Students complete a matching activity of key terms from the case study.
	<b>MIG/IND/CP1: Kerala Migrant Letter</b> Students write and exchange letters as a Kerala migrant to the Gulf region.
	<b>MIG/JPN/CP1: Relocation by Shelter Types</b> Students learn how migration and evacuation patterns are influenced by environmental disasters.
	<b>MIG/JPN/CP2: Evacuee Lives</b> Students investigate personal responses to the trifold disaster.

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**National Identity (NAT)**

Case Studies: Europe (EUR), Northern Ireland (NIR), United States (USA), Southeast Asia (SEA)

		<b>NAT/CFR/CP1: National Identity Terminology Wiki</b> Students explore their understanding of key terms related to national identity.
		<b>NAT/EUR/CP1: National Symbols Discussion</b> Local groups select, share, and discuss the national symbols for their international teammates' country.
		<b>NAT/EUR/CP2: The "Euro-Dollar" Project</b> Students apply their understanding of national symbols and work together to create a singular currency for Europe and the United States.
		<b>NAT/NIR/CP1: Local Landscape Interpretation</b> Students share and analyze images from their local landscapes.
		<b>NAT/NIR/CP2: Inclusive and Exclusive Landscapes</b> Students create landscape presentations and discuss inclusive and exclusive features on the landscapes.
		<b>NAT/NIR/CP3: National vs. Supranational Identities</b> Students discuss geographic examples of national and supranational identities.
		<b>NAT/USA/CP1: Analyzing Contested Local Spaces</b> Students research, share, and discuss contested local spaces.
		<b>NAT/USA/CP2: Migration and National Identity Discussion</b> Students discuss the impact of migration on national identity.
		<b>NAT/SEA/CP1: Cascadia Map</b> Students interpret a map and discuss representations of Cascadia.
		<b>NAT/SEA/CP2: Cascadia Center Logo and Text</b> Students analyze Cascadia's logo and tagline.

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**Water Resources (WRE)**

Case Studies:

United States (**USA**), United Kingdom (**UNK**), Middle East (**MDE**), Southeast Asia (**SEA**), India (**IND**), Japan (**JPN**)

	 	<b>WRE/CFR/CP1: Weekly Water Diary</b> Students keep a weekly water diary and then analyze the data with their international teammates.
		<b>WRE/USA/CP1: Stakeholder Quote Analysis</b> Students match stakeholder quotes and then discuss varying perspectives in a forum.
		<b>WRE/UNK/CP1: Stakeholder Role-Play</b> Students are provided with perspectives of key stakeholders and complete a role-play activity.
	 	<b>WRE/MDE/CP1: UNEP Commission Discussion</b> Students complete a Middle East water budget and then draft a resolution in a mock UNEP commission forum.
	 	<b>WRE/SEA/CP1: Local Watershed Research</b> Students research their local watershed and prepare a presentation to share with their international teams. Next, students compare and contrast their watersheds in a discussion forum.
	 	<b>WRE/IND/CP1: Water Infrastructure and Ownership</b> Students investigate their local water infrastructure.
	 	<b>WRE/JPN/CP1: Local Water Management</b> Students evaluate their community's local emergency plan and evaluate how well it addresses water-related issues.



## Global Economy (GEC)

### Case Studies:

New Zealand (**NZE**), Chile (**CHI**), Central and South America (**CSA**), Southeast Asia (**SEA**), India (**IND**), Japan (**JPN**)

		<b>GEC/CFR/CP1: WTO Debate</b> Students research the World Trade Organization and debate its mission and impact in a discussion forum.
		<b>GEC/NZE/CP1: Value Chains Research</b> Students discuss value chains (vs. commodity chains), research a product, and complete two discussion forums.
		<b>GEC/CHI/CP1: Chilean Wine Company Profiles</b> Students create Chilean wine company profiles and analyze marketing strategies in a discussion forum.
		<b>GEC/CSA/CP1: FDI and Mining</b> Students complete a role-play activity about mining activities in Central and South America.
		<b>GEC/SEA/CP1: Industry Research</b> Students research different industries and discuss their findings.
		<b>GEC/IND/CP1: Streetscape Analysis</b> Students share and analyze their local streetscapes.
		<b>GEC/IND/CP2: Cars as Globally Produced Commodities</b> Students research and map car commodity chains.
		<b>GEC/JPN/CP1: Locational Analysis: Risk versus Cost</b> Students complete a risk versus cost analysis and apply the principles of Kaizen to assess the selection of a new factory.



## Population & Natural Resources (PNR)

### Case Studies:

China (**PRC**), United States (**United States**), Argentina (**ARG**), Southeast Asia (**SEA**), India (**IND**), India (**JPN**)

		<b>PNR/CFR/CP1: Carrying Capacity Discussion</b> Students discuss carrying capacity at different scales.
		<b>PNR/PRC/CP1: Population Pyramids &amp; Economic Development</b> Students create and analyze population pyramids and then discuss geographic perspectives on economic development.
		<b>PNR/USA/CP1: Urban Development Discussion</b> Students research urban development patterns, discuss historic changes, and make land use recommendations for the future.
		<b>PNR/ARG/CP1: Agricultural Commodity Analysis</b> Students research and share reports on agricultural commodities.
		<b>PNR/SEA/CP1: Local Land Use Research</b> Students research local land uses, compare and contrast them with their international team members, and discuss deforestation.
		<b>PNR/SEA/CP2: International Land Cover and Forest Use Guidelines</b> Students discuss effects of deforestation, and then create international guidelines for forest cover and land use.
		<b>PNR/IND/CP1: My GeoHistory</b> Students determine and analyze their carbon footprints.
		<b>PNR/JPN/CP1: Personal Transportation Energy Use Analysis</b> Students collect individual data to analyze their energy consumption for transportation.
		<b>PNR/JPN/CP2: Personal Home Energy Use Analysis</b> Students collect individual data to analyze their energy consumption at home.
		<b>PNR/JPN/CP3: Country Energy Audit and Policy Analysis</b> Students research, debate, and make policy recommendations for a more sustainable energy future.