



# *Trillium Learning*

## *Globalization of Education Services*

### *Program for the Development of Collaborative, Performance-Based Educational Projects Utilizing Educational Technology*

Trillium provides services in the following areas in support of school districts engaged with the development of systemic globalization efforts, and the integration of multidisciplinary international studies curriculum and professional development components:

#### **1. High-level Performance-based Learning Pedagogy**

Trillium Learning has developed a Performance-based learning (PBL) school training program allowing USA schools to develop multidisciplinary, standards-based projects. The student project activities are developed in the form of collaborative activities with other schools – local, national and global. Current projects include multidisciplinary collaborative peer teaching on language and cultural-based projects with schools from other countries. Trillium prepares and trains teachers from all participating schools with PBL skills, along with the ability to conduct real-time videoconferences. This combination of PBL and live videoconferencing allows Trillium to create on a global scale, authentic learning classrooms, where teachers and students can see and talk with each other, in real-time. Trillium is currently working on four U.S. Department of Education Foreign Language Assistance Program (FLAP) grants, where the Global Language & Culture Project (GLCP) has evolved over the last three years. Students and teachers create and share media on an international Internet showcase, and participate in collaborative activities with their counterparts in other countries.

#### **2. Design and Develop Authentic Education Environments**

Development of these educational environments will help improve academic studies, performance-based skills, and remote access to teachers, students, educational content and real-time collaborations with the global project network. Additionally, student projects will connect and work with the current GLCP project, where multidisciplinary language and culture learning activities are ongoing. Through GLCP's collaborative educational projects enhanced with videoconferencing technology, students and teachers from the USA can directly see and talk to native (for example, Chinese) students and teachers, and vice versa. Only by seeing and speaking with native speakers of other languages and countries, and the best, authentic learning environments created.

#### **3. Global Educational Resource Network - TLERN**

*Trillium* is currently developing a global educational network in the United States and other countries, beginning with China and Taiwan, by creating a prototype test bed of schools which constitute the foundation of a collaborative ***Trillium Learning Educational Resource Network (TLERN)***. While *Trillium* is developing GLCP through FLAP grants in the USA, these grants are based upon the capacity to connect with similarly GLCP/PBL-prepared sites in other countries.

## **Description of Services**

### **Goals for Performance-Based Learning (PBL) Services**

Advanced learning models are developed through projects at school district sites. Services focus on the development of increased opportunities for student learning as the result of focused teacher training in the design and implementation of learning environments supported by educational technology. The benefits for students include the development of life-long learning skills through real-world project based learning activities, increased self-esteem, and enhanced opportunities for students to learn at their own pace. This higher-order skill development naturally incorporates additional skills sets required for learning multidisciplinary concepts.

### **District-Wide, Scalable Models**

An advanced learning project model includes the educational research, development and prototyping of teaching and learning practices, supporting local, state and national standards, with teaching and learning objectives. Replication and distribution of this model will begin the development of a district-wide network consisting of evolving examples of best practices from the initial prototypes.

### **Accelerated Learning Environments Enhanced by Educational Technology**

The accelerated learning environments are marked by student exposure to real-world applications of concepts and problems while actively engaging in mentoring relationships, and entrepreneurial processes. Educational technology, including live videoconferencing, is integrated into all aspects of PBL training and practice, and utilized appropriately to achieve performance and collaboration goals. Advanced pedagogical processes with enhanced educational technology utilization allow for the development of very powerful educational environments, and the ability to raise the level of teaching and learning performance.

## **Trillium Learning Performance-Based Learning Services Activities and Schedule**

Proposed activities are comprised of three training Phases designed in an increasing level-of-skill sequence. Each phase takes approximately 1 year to complete, and consists of at least 3 onsite visits/school/year, plus remote videoconferencing, electronic and voice support.

### **Phase I (Activities Year 1): Professional Development for GLCP, Educational Technology and Curriculum Integration Review; Project Models, Initial Training and Project Development**

1. Review current skill sets and activities for initial Leadership Cadre of teachers
2. Determine level and usage of educational technology at location(s)
3. Deliver presentations on full range of project-oriented environment models
4. Interaction with faculty over advanced learning environment pedagogies, design and development processes.
5. Determination of initial project concepts, classroom management for collaborative learning
6. Organizational, collaborative and communications structures
7. Integration of educational technology into project activities and curriculum; preparation for videoconferencing processes
8. Videoconferencing technology, processes and integration into GLCP program. Process for using videoconferencing for continuing remote professional development, and collaborative activities with TLERN partners from national and international schools.

9. Registration and training for GLCP online forum; login and security, introduction to communications with teachers and students from other states and countries. Interacting with project design, technical support, teachers' exemplary practices on the live (synchronous) and asynchronous forum.

### **Phase II (Activities Year 2): New and Continued Project Planning, Scaled Implementations and International Videoconferencing**

1. Project identification, research, selection, identify new business, university, government partners.
2. Development of additional project goals and objectives; develop correlations with state/local curriculum standards.
3. Design evaluation and assessment mechanisms
4. Identify project activities and timelines for upcoming year(s)
5. Develop project organizations for students and teachers, including student roles, responsibilities, mentoring and performance objectives
6. Integrate multidisciplinary aspects of projects with other teachers/students/classes; match curriculum local/state objectives to project objectives; design evaluation/assessment rubrics to include higher-order thinking skills
7. Develop collaborative mechanisms between students and teachers for internal and international communications and data/media sharing
8. Launch new projects and establish remote mentoring mechanisms
9. Integrate educational technology training with project design and development. Predict and schedule videoconferences based upon project timelines; identify potential international school partners
10. Establish communications with national and international GLCP school partners

### **Phase III (Activities Year 3): Rapid Prototyping of Project Training for Sustainable Global Classrooms**

1. Observe and interact with teachers during project class time
2. Additional training pedagogy, project development processes with teachers
3. Additional training for ongoing classroom management issues
4. Development of business/university/government partnerships
5. Model teaching processes in classes with students (direct interaction with students and teachers during classroom project activities)
6. Review and adjust evaluation/assessment rubrics
7. Plan long-range project activities, scenarios and timelines

### **Services Overview**

- Trillium Learning provides professional development services for educational institutions. The Global Language & Culture Project (GLCP) is utilized to integrate advanced performance-based learning pedagogy, processes for creating real-world, real-time international collaborative projects, curriculum integration and training with enhanced educational technology applications, and assistance with technology implementation planning and strategies. This ongoing GLCP project and training consists of three established phases, and continuous professional development and project management.

**Need** – Educational enterprises around the world have similar needs.

- **High-Level Learning Skills** - countries want their students and teachers to acquire high-level skills that are useful in the business world, including problem solving, creative thinking, collaboration/teamwork, and communications.
- **Better language and culture acquisition** - countries desire to upgrade their instruction in language and culture. The USA schools want to learn multiple languages and cultures; foreign schools also want to upgrade their English language instruction.
- **Attract more students, and Build Foreign Exchange Programs** - schools in most countries want to develop special, highly visible and popular programs that will attract more students to their schools. The addition of exchange programs for teachers and students between our countries also will be strengthened and upgraded along with the GLCP's evolution.
- **Enhance mutual understanding and friendship** –the exchange between students and teachers from different countries will strengthen the understanding and the friendship between their teachers and students, especially between the young generation, and contribute to the long-term friendly relations and cooperation between the USA and other countries.

### **Benefits**

- Schools in the GLCP project receive Trillium's High-level PBL process, and training to enable them to participate in live video-conferencing. Through the integration of PBL and video-conferencing technology, GLCP helps to upgrade teaching levels, and raise a globalized generation of students with the powerful talents and skills required in the world today.
- Due to the live interaction, collaboration and sharing activities of the GLCP, schools will significantly upgrade their interdisciplinary, language and culture teaching. The videoconference events produce very high quality learning environments, where students can hear and communicate with speakers in their native languages.
- The GLCP provides a significant differentiator from other schools, and is an international model for the globalization of education. Schools utilize GLCP to attract many more students than they normally would, and increase their status in the international educational community.
- Trillium Learning projects enable the development of local capacity for the ultimate combination of advanced PBL pedagogy, and the direct, effective application of multiple technologies. Additionally, each school is provided with special global 3-D software from NASA as part of the project, allowing them to connect to the GLCP Internet Showcase, where student media is shared.

### ***Trillium Learning Partners***

**Polycom Grant Assistance Program**



***ISTE***



NASA Learning Technologies



NEALRC  
The National East Asian Languages  
Resource Center  
AT THE OHIO STATE UNIVERSITY

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