Group submission

Each Group Project group must produce a collective representation of:

• the thinking behind the Group Project

• the aims of the Group Project

• the planning and progression of the Group Project (i.e. the activities undertaken)

• the outcomes of their Group Project

This means that student groups must begin with the end in mind and specify from the outset what their intended outcome(s) is (are). Students need to consider the most appropriate use for the information they have gathered.

For example, if a group is carrying out an investigation into, e.g. water conservation, with the stated aim of making people more aware of the importance of saving water, they might decide that an appropriate outcome for their Group Project might be a television or newspaper advertising campaign. The syllabus gives students the flexibility to submit their outcomes in different forms, which may or may not be in written form.

Whatever form is chosen, students must ensure that the form they choose allows them to communicate the aims and the planning and progression of the Group Project, as well as the outcome they have in mind.

Returning to the example of a Group Project on water conservation, if the student group had decided that their intended outcome was an advertising campaign and they had decided to make their submission in the form of a report, then the first part of the report would probably outline the nature of and rationale for the investigation and the group's aims and intended outcome(s), along with their plans for carrying out the Group Project, individual group members' roles and responsibilities etc. The second part of the report would go on to elaborate on the details of their advertising campaign, or possibly show some sketches for their proposed advertisements. Alternatively, the group might decide that the most appropriate outcome for their Group Project might be some kind of water saving device that they had developed, in which case, the second part of the report might contain a blueprint for the design of the device, or a photograph of a model the group had made. Whatever they decide, students must remember that they need to explain the thinking behind what they produce and so sketches/designs etc. cannot be assumed to speak for themselves; they must be explained and/or elaborated on.

Some guiding questions learner groups may need to consider when designing their Group Projects

1. What topic areas have we chosen and why?

2. What do we hope to achieve by carrying out this Group Project and what is our proposed outcome?

3. Will we be able to critically evaluate this outcome in terms of how far it's been successful, or not, in terms of the aims of our Group Project?

4. What do we need to do/find out to achieve this outcome?

5. Who is going to do what and when?

6. Does our Group Project have enough scope for every group member to play a full part in the group work?

7. Is the workload manageable within the timeframe we have?

8. What plans do we have for gathering information and opinions/viewpoints that are drawn from personal, local/national and international sources?

9. How can we ensure that we look at the issue from different angles so that we can show different perspectives?

10. How can we make best use of the information and opinions/viewpoints that we've gathered and do we use some of it or all of it?

11. How are the information and views gathered going to be reflected in our Group Project outcome?

12. Does our outcome need to be accompanied by some additional explanation or elaboration?

Individual evaluation submission

Each student is also required to submit an individual evaluation of their own contribution to the Group Project, such as the information and ideas they contributed, as well as an evaluation of, and personal reflection on, the Group Project as a whole. To assist students in engaging in reflection and evaluation that is meaningful, teachers may wish to advise students to keep a brief, ongoing record of their contribution and their learning as they progress through the Group Project. This ensures that this important activity is not simply left until the end and then possibly dealt with in a fairly cursory way, but is actively prepared for along the way.

It is important that students recognise that their individual submission should be made up of three distinct parts:

1. Their own evaluation of the project plan and process. This must include some evaluation of the strengths and weaknesses of the plan and the process and some suggestions for improvement.

2. Their own evaluation of the group's Group Project outcome (which is why it is essential that a specific outcome is articulated in the group's submission).

3. An evaluation of their individual learning and contribution to the Group Project.

This must include some evaluation of what they have learned from cross-cultural collaboration.

Group size

The syllabus states that groups should comprise between three to four learners. The scope of the project selected by a group of learners should enable all members of the group to play an active part in carrying out the project. Therefore, if a group is made up of four learners, the scope of the Group Project should allow all four members the opportunity to be fully engaged in carrying out the Group Project over the 20–30 hours of time it takes to complete.

Cross-cultural collaboration

Cross-cultural collaboration is an integral part of the Global Perspectives syllabus. Students should understand the work they submit must show evidence that they have engaged in this. This could be, for example, by the inclusion of email correspondence or an account of the information the group has gathered from people from other countries/cultures.

Students also need to understand the purpose of gathering information/opinions from people from other countries/cultures on a particular issue. It is not simply to mention in passing that they have gathered such information. The information should be used to help them understand (and demonstrate that understanding in the work they produce) the views and opinions of others. These views may be very different from the students' own, depending on their particular concerns in the context of their country or culture.