Educator Awards Criteria – Learning impact checklist

Checklist for evidence relating to learning impact criteria

BRONZE

Evidence of *Engagement*

☐ Average facilitator rating of Engagement or higher in video conferences
- Educators can review the Core Skills Rubric and Quality of Dialogue rubric to assess learners' use of the five core skills and participation in video conferences.
- Educators should submit the downloaded class report from their Teacher Portal Dashboard (to learn how, read this article from the Support Center) AND provide the dates of each video conference attended in the application form.

SILVER

Evidence for *Engagement to Beginning* to dialogue:

☐ Average facilitator rating of Beginning or higher in video conferences
- Educators can review the Core Skills Rubric and Quality of Dialogue rubric to assess learners' use of the five core skills and participation in video conferences.

OR

☐ Average of 100 XP per learner for the entire class
- Assign at least 2 topics on the Ultimate Dialogue Adventure and request learners to participate in both dialogue spaces. Generation Global Review Team will verify an average of 100XP for group.

GOLD

Any two (2) pieces of evidence to demonstrate how Generation Global has positively impacted the school community:

☐ **Letter from head teacher**
- 1–2-page letter from a head teacher, school director, or curriculum coordinator which addresses the following:
    - Brief description of how Generation Global and dialogue align to the school mission or culture and any related goals
    - Specific ways the school community has used Generation Global resources and dialogue (give examples)
    - Clear outcomes and impact on the school and learners because of using dialogue and Generation Global resources

☐ **At least five (5) learner reflections**
- Learner reflections must be at least half a page and no more than 2 pages in length and address the following:
    - How has Generation Global helped you to learn and use the skills of dialogue?
    - How has dialogue helped you to become a global citizen?

☐ **At least two (2) teacher reflections**
- Teacher reflections should be at least one (1) full page and no more than two (2) pages and address the following:
    - How have you used dialogue and Generation Global resources to support learners in developing global citizenship?
    - How has Generation Global resources and dialogue impacted your teaching practice? (give examples)
    - What are the specific outcomes and impacts you have seen on your learners from using Generation Global resources and dialogue in your learning community?

☐ **Evidence of social action linked with a Generation Global activity**
- Evidence of a social action linked with the use of Generation Global activities and dialogue can be submitted and must meet these requirements to qualify:
    - Activities can relate to any topic or issue but must demonstrate community volunteering and / or improvement, awareness raising, diversity and inclusion practices, or pro-social growth for a group or community.

- Evidence should illustrate the action taken and the outcomes on the community (including the learners who participated in supporting the social action)
- Evidence should be in ONLY ONE (1) of these formats:
    - A short, 1–3-minute video
    - A slides presentation (no more than 15 slides)
    - A poster

☐ **Story of change**
- Evidence that shows how the use of Generation Global resources and dialogue has transformed the learning community. This may include evidence of impact on:
    - The school community members (educators, learners, parents, city/town)
    - School culture
    - The resolution to a particular issue within the learning community
    - The birth of a new idea or way of learning
- Stories of change should address:
    - What was the change that occurred?
    - How did it happen?
    - Who was impacted and how?
    - What was the outcome?
    - How has this shaped the school culture and/or learning community?
- Format for submitting a Story of Change should be ONLY ONE (1) of the following:
    - A short 1–3-minute video
    - A slides presentation (no more than 15 slides)
    - A poster