

Transferring Complex Instruction Strategies to the Email Phase of the Simulation

This document is designed to assist you, the CWHP teacher, in transferring to the email phase of the CWHP simulation the key strategies used in teaching Complex Instruction Units, including roles, norms, multiple abilities, orientations, debriefings, student-teacher interaction, and individual reports.

ROLES

- You must use roles every day that your students are working in their issue expert groups to research and/or to write and respond to emails. Continue using the Facilitator, Harmonizer, and Resource Manager roles, and add in the Diplomacy Manager role. Please note that if you have more than four students in any of your issue expert groups you will need to add a fifth role. Choose from the list of additional roles listed below to complete the list of roles you will use during the email phase.
- It is critical that the roles rotate every day that students work on the email phase of the simulation.
- It is mandatory that every student in every group has a role to play every day. If your largest group has four students, you will need to make sure to use at least four roles every day (the same four every day) throughout the email phase; if your largest group has five students, you will need to make sure to use at least five roles every day (the same five every day) throughout the email phase. If you want to use more than the minimum number, that is perfectly okay, but if you do so remember that you don't want to pair another role with the Facilitator role – the student who is facilitating should not have to take on anything else.
- Key Complex Instruction roles to continue using include:
 - Facilitator – this role is critical to the functioning of an issue expert group in the same way it is critical to the functioning of a group during a Complex Instruction unit. You want to be sure that Facilitators make sure that all group members participate and that all group members' opinions are solicited as the group composes email messages to send to other countries and analyzes emails received from other countries.
 - Harmonizer – again, a critical role. Harmonizers will need to assist the group in working through disagreements so that the group can send out email messages with one clear voice.
 - Resource Manager – the Resource Manager role is possibly even more important during the email phase of the simulation than it is during a Complex Instruction unit. Student groups will need to conduct enormous amounts of research, most of it online, as they communicate their country's position on modern world issues as

well as try to make sense of other country's positions on these issues. The Resource Manager will need to ensure that the group completes all necessary research, uses reputable websites for that research, and saves (usually by bookmarking) websites that are likely to serve as ongoing references. It is important to note that the Resource Manager is not the only student who can conduct research; he or she is simply responsible for making sure the research is completed, and completed appropriately.

- Key role to add:
 - Diplomacy Manager – the person playing this role makes sure that appropriate diplomatic language is used at all times.
- Complex Instruction roles that do not (or may not) apply during the email phase:
 - Materials Manager – since the group products for the email phase are all emails, there is nothing for a Materials Manager to manage.
 - Reporter – unless you ask each group to report out each day (which would take considerable time away from emailing), there is no need for a Reporter in the group. Some CWHP teachers ask groups to report out on a weekly basis and/or require each group to submit something weekly for a class newsletter that serves to update the class on what each issue group is working on. If you choose to do reporting (either presentations or in writing) on a weekly basis, it is better to assign that on a calendar (rotating group members responsible on a weekly basis) rather than include the Reporter as a daily role.
- Additional roles to consider using:
 - Issue Connections Manager – the person playing this role is responsible for pointing out when/if other issue groups within the class need to be consulted, and for making sure those consultations occur. For example, if the issue of human trafficking comes up in the Gender & Minority Rights group's discussion, they may want to involve the Child Labor group in that discussion since human trafficking often involves the trafficking of children. These issue connections come up often, but tend to get ignored if there is no established mechanism for issue groups working with one another. If you choose not to use this role, the responsibilities described here should be assigned to either the Resource Manager (since the other groups are indeed resources) or to the Harmonizer (whose job it is to keep lines of communication open).
 - Technology Manager – the person playing this role is responsible for making sure that all group members get equal keyboard time. Strategies that can be used here include setting limits on the amount of time each group member can spend at the keyboard; assigning a different group member to type each message the group

plans to send that day, etc. The Technology Manager must also ensure that even though the actual typing is divided up, the group doesn't use this division to "divide and conquer" – each group member must still be aware of and participate in the development of ideas and the sending of each email message. If you choose not to use this role, the responsibilities described here should be assigned instead to the Facilitator. Because the computer is a status item, it is important that every student have equal access to the keyboard.

- Recorder – this role is helpful in several situations, as follows: 1) if you set your class up in such a way that you expect students to keep a log of messages sent and/or received, 2) if you have fewer computers than student groups. The Recorder can be responsible for making sure that work is logged and organized, and can also be used to ensure that when the group is unable to use a computer, they are drafting messages that can then be typed in when computer time is available to the group.

NORMS

With the exception of "You must complete your activity/task and individual report," all of the Complex Instruction norms apply during the simulation phase. You may want to create additional norms for use during the email phase, such as, "Use diplomatic language at all times" or you might wish to add new interpretations to the standard norms, such as, "Pay attention to what other countries need." Whatever you do with the norms, it is important to continue to use them throughout the simulation.

MULTIPLE ABILITIES

You must continue to: 1) stress multiple abilities, 2) use the multiple ability mantra ("no one has all of the abilities, everyone has some of the abilities, no one is as smart as all of us together"), and 3) assign competence. The abilities needed during the simulation include many of the abilities used in regular classroom work (both CI and non-CI work) as well as additional abilities specific to the simulation. Here is a list of abilities to get you started:

- Use search engines to find information on the internet
- Write using diplomatic language
- Paraphrase questions
- Ask clarifying questions
- Summarize the results of internet research
- Take on and defend a point of view that is not your own
- Distinguish between reliable and unreliable websites
- Be precise
- Identify countries as part of larger regions
- Connect current events with history
- Decipher scientific language and data
- Understand multiple perspectives

- Negotiate between different cultures
- Type
- Determine cause and effect
- Create solutions
- Compromise
- Make connections
- Identify bias
- Distinguish fact from opinion
- Persuade others
- Make comparisons
- Identify differences
- Make predictions
- Interpret graphs
- Interpret data tables
- Understand information written in a language other than English

ORIENTATIONS and DEBRIEFINGS

While doing full orientations and debriefings on a daily basis would be very problematic because it would severely cut into the time students have to research and email, it is important to sprinkle these in from time to time in small and medium-sized doses. Here are some suggestions:

1. Initial Orientation - Conduct a very thorough orientation the day before the email phase begins. Talk extensively with the students about: a) the roles they will be playing and how the roles will be used differently in the email phase, b) the key norms (and any new norms) you want to see students continuing to use throughout the email phase, c) the abilities that are important during the email phase, d) something content-related (preferably something that gets the students thinking about the connections between the issues, or gets them to think about resolving modern world problems).
2. Weekly Orientations and Daily Mini-Orientations - Conduct a 15 minute orientation at the beginning of each week, highlighting a key role or two, a key norm or two, 6-8 abilities, and the goal(s) of that week's email phase. Start other days in the week with a 3-5 minute mini-orientation to highlight something that worked, problem-solve something that's not working, and/or raise the bar and set expectations for the day.
3. Weekly Debriefings and Daily Mini-Debriefings - End the week with a short (15 minute) debriefing of the week, more along the lines of skillbuilder debriefings than debriefings of student groups in a Complex Instruction unit round. You can also end every class period with 3-5 minutes' worth of debriefing. Good things to include in the debriefings are the following:
 - a. Examples of what worked (a Facilitator that got everyone involved, a method of sharing keyboard access that is particularly effective, abilities that people demonstrated, a negotiating success, etc.)

- b. Problem-solving around things that didn't work (time mismanagement, ineffective internet searching, Issues Connections Managers not playing their roles, etc.)
- c. Expectations for the following day or week

STUDENT-TEACHER INTERACTION

It is critical that you treat the groupwork during the email phase like you would any other groupwork lesson, observing student groups, taking notes, and interacting as needed. Here are some things to look for and some possible interactions:

- Roles
 - Are students playing their roles, particularly the one(s) you've highlighted for that particular day or week ?
- Norms
 - Are students following the norms, particularly one(s) you've highlighted for that particular day or week?
- Multiple Abilities
 - Which abilities do you see in action?
- Status
 - Are there status problems? If so, hold the Facilitator and/or Harmonizer and/or Technology Manager responsible for making sure everyone is involved and has equal access to the computer.
- Higher Order Thinking and Connection-Making
 - Prompt students to go beyond the current discussion you overhear: "I see you discussing the benefits of emissions trading programs, what might be some of the cons?"
 - Prompt students to interact with other issue groups: "The idea you're proposing to help families prevent child labor sounds very similar to microcredit. I think you need to discuss this issue with the Finance group before proceeding further."
 - Make connections to history, "What are some of the ways conflicts have been resolved in the past? Think about some of the conflicts we've studied earlier in the year and see if there are any parallels between those and the situation in Darfur."
 - Get students to think about connections between the issues (which may lead to interaction with other groups, but doesn't require such interaction): "Okay, so if

we end child labor, how are families who depend on their children's income going to survive?" or "So you're going to encourage foreign direct investment in the rainforest region. What do you think the social and environmental impact of that might be?"

- Get students to research current events: "Did you guys catch the news story today on what happened in China? I think you had better find out about that before you finish this message since it is likely to impact what you say."

INDIVIDUAL REPORTS

While there is no formalized individual accountability built in to the simulation, you can address this by assigning work on your own. It is critical that students engage in regular individual homework assignments during the email phase of the simulation. Some possible assignments include:

1. Asking students to regularly complete current events assignments to help keep them current on their issue. Alternatively, you can have students do current events assignments on any of the eight issues and then share those with the appropriate groups.
2. Asking students to complete a daily or weekly work summary, asking them to do any or all of the following:
 - a. Define a set number of key terms they learned and/or worked with that day/week
 - b. Summarize the online discussion on their issue
 - c. List key items they need to research
 - d. Write a list of unanswered questions about their issue
3. Asking students to jump-start the next day's work by drafting a message to be sent the following day, with the idea that groups can then share out and use what they did for homework to start off their work for the day
4. Asking students to write a short-answer or essay response, for example, have them:
 - a. Answer a question designed to get them to be able to explain something about their issue in their own words: "What are the goals of the Kyoto Protocol?" or "What are some of the pros and cons of tariffs?"
 - b. Answer a question designed to get them thinking about solutions: "If you could write your own treaty on global warming, what would it say, and why?"