

GLOBE is a worldwide network of students, teachers, and scientists working together to study and understand the global environment. Students and teachers from over 6,000 schools in more than 70 countries are working with research scientists to learn more about our planet.

GLOBE students make environmental observations at or near their schools and report their data through the Internet. Scientists use GLOBE data in their research and provide feedback to the students to enrich their science education. Global images based on GLOBE student data are displayed on the World Wide Web, enabling students and other visitors to visualize the students' environmental observations. This program helps to expand everyone's environmental awareness while increasing our scientific understanding of the Earth.

The Program

GLOBE is a bold adventure for teachers and students. GLOBE enables you to engage your class in a collaborative, inquiry-based learning experience. Your students will have the opportunity to explore the corners of the world and the crevices of their school yard. GLOBE will also enhance your efforts to integrate state-of-the-art technology into your everyday activities.



The GLOBE program encourages students to conduct experiments that reveal the status of the environment. The projects and activities are designed to enhance the students' environmental awareness, to support higher standards in science and mathematics education, and to increase computer literacy and communication with students worldwide through the use of the Internet. GLOBE materials are available in several languages to facilitate learning and communications around the world. For students of English, using the material in English to connect with other students from diverse language backgrounds around the world makes communication in the target language real and exciting.

Part of the GLOBE approach is to bring top-ranking scientists together (virtually) with schools engaged in linked projects. The scientists regularly communicate with the classes (in English) and engage them in a continuing discussion. Although GLOBE is basically science oriented, most international students in a science class are also students of English as a foreign language. In many instances there is collaboration between the English teacher and science teacher to work on GLOBE texts and writing assignments. Science teachers can elaborate on the experiments in science class while the English teachers can assist students in composing their reports in the English class. E-mail messages from the scientists or other students can form the basis for reading exercises.

This is an excellent forum for English language instructors to use the content-based instruction paradigm. While acquiring a solid base of knowledge in science, the students reinforce and practice their English. The students actually use their language skills in the communicative sense that methodologists urge. Students perform such tasks as collecting water samples, measuring wind patterns, and testing soil





“The first day or so we all pointed to our countries. The third or fourth day we were pointing to our continents. By the fifth day we were aware of only one Earth.”

SULTAN BIN SALMAN AL-SAUD
the Kingdom of Saudi Arabia

From the *Home Planet*, conceived and edited by Kevin Kelley for the Association of Space Explorers. Moscow: Mir Publishers; New York: Addison Wesley, 1988

acidity, and share the data with scientists and other students around the world—in English. Students use their English in natural, relevant, and meaningful discourse.

International Partnerships

Internationally, GLOBE is being implemented through bilateral agreements between the U.S. government and governments of partner nations. If your country is not a participant and you would like information about joining GLOBE, please contact info@globe.gov.

The emphasis in GLOBE is on partnership. Everyone is working together and sharing information. Schools are able to work together on projects. International organizations interested in environmental education, such as the U.S. Peace Corps, and a number of GLOBE countries are benefitting from partnerships. Peace Corps Volunteers in Kazakhstan, Krygyszstan, Moldova, Poland, Russia, and a number of African countries serve as GLOBE teachers themselves, train their colleagues in GLOBE education and protocols, and help schools get access to the Internet.

In Russia, Peace Corps Volunteer Nikolai Kazakov reported that there is a lot of enthusiasm from school children about GLOBE. “Environmental studies are becoming a very important subject at school, but like the rest of education, it is pretty theoretical,” Kaza-

kov said. “GLOBE provides a practical, hands-on monitoring program and connects the school to the rest of the world.” That “connection” is critical, according to Helen Wheeler, formerly with the Peace Corps in Russia. “There’s a real hunger there to be connected with the rest of the world. Kids are eager to learn how to use the Internet and are excited about contacting each other through GLOBEMail. Participation in GLOBE activities is also beneficial to the Peace Corps and other sponsors and partners in achieving their fundamental missions.

The GLOBE web site contains information about the activities going on in each of the participating countries, or partner nations as they are called, emphasizing the sharing aspect of the program. Each country maintains a GLOBE site that contains a list of participating schools, information about ongoing projects and events, and a history or discussion of the general GLOBE program in that country. It is interesting to see the amount of activity going on and how much real information is being gathered by the students and shared with the science community. Some of the information can be viewed in other languages as well, such as French or Spanish (making it a great tool for language instructors).

The following is an example of how GLOBE began in one partner nation, Egypt, the first partner nation in the Middle East.