Classrooms Without Borders: Using Internet Projects to Teach Communication and Collaboration

James A. Bellanca, Terry Stirling

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This practical resource shows educators how to use the Internet to help students communicate electronically, reaching beyond the borders of traditional classroom walls. The authors—a lifelong professional developer and a dedicated facilitator of improved K–12 education through her work with graduate students in school leadership—provide the how-to for teaching essential foundation elements, including teamwork, Internet research, evaluation of information sources, cross-cultural communication, and thinking skills. Emphasizing practical tools and techniques, their model integrates the internet, common school software, and free online technology tools to create engaging projects that advance 21st-century skills.

Book Features:

- Clear steps for teaching Internet-infused projects that meet content standards, while also targeting issues that students find relevant.
- Examples of project collaborations that link students with classrooms across districts, states, and nations.
- A user-friendly format with checklists, resources, and sample lesson templates to help teachers design their own projects.

James A. Bellanca is a former secondary teacher and founder and CEO of International Renewal Institute, Inc. in Glencoe, Illinois. He works with districts across the country to improve student performance, and integrate 21st century skills of critical thinking, creativity, collaboration, and communication. **Terry Stirling** is Associate Dean of Education and Associate Professor of Educational Leadership at Northeastern Illinois University in her native Chicago.

"In this remarkable book, the authors illustrate how the combination of collaboration and the Internet may change the way classes are delivered, how instruction takes place, and the nature of classroom and school life…. It can truly be said that every teacher should read this book and make use of its contents."

—From the Foreword by **David W. Johnson** and **Roger T. Johnson**, University of Minnesota

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