



# Submission Guidelines for Google Earth-Based Google Lit Trips

An Authorized Step-Guide for Use on Full-Featured Laptops and Computers

[www.GoogleLitTrips.org](http://www.GoogleLitTrips.org)

## Preface

This guideline refers only to traditional Google Lit Trips, Our Own Stories, and Literary Location projects that track the travels of characters’s travels from literature on **Google Earth**. Please see separate Submission Guidelines for projects using **Google Tour Builder**.

What are we looking for in traditional Lit Trips being considered for publication?

Our mission is to provide engaging and innovative resources to educators and through them engaging learning experiences for their students. Therefore, we are looking for projects based upon literature that is commonly taught at all grade levels.

It is important to note that there are clear distinctions between educator and student-developed Lit Trips. Educator-developed Lit Trips reflect the educator’s expertise in designing effective teaching and learning strategies for literacy and literary reading. We look for Lit Trips that reflect best practice for supporting students in discovering the relevance of literary reading for themselves. We do not look for Lit Trips projects that “do the thinking for the students.”

Student-created Lit Trips, on the other hand are not expected to represent the professional content found in educator-developed Lit Trips, but rather, the degree to which the students have demonstrated their progress towards meeting expected learning objectives.

We are particularly interested in making it possible for students of many skill levels to be published. We are not looking merely for the exceptional student project, but also for the best efforts of students who demonstrate a level of effort that students of every ability-level can take pride in having accomplished.

Educator-Developed Projects	Student-Developed Projects
<ol style="list-style-type: none"> <li>1. Present Expert quality content</li> <li>2. Designed as an engaging teaching tool incorporating best practice for “leading to discovery” while avoiding doing the thinking for students.</li> <li>3. Push learners to extend understanding into their “Zones of Proximal Development”</li> </ol>	<ol style="list-style-type: none"> <li>1. Present evidence of students pursuit of grade-level objectives</li> <li>2. Allow students to “discover and show what have discovered.”</li> <li>3. Demonstrates engaged constructivist learning leading to “new” understandings in their developing sense of literature’s relevance in their own lives</li> </ol>

## Submission Process Overview

For quality control, we do not allow direct uploading to the the Google Lit Trip site. All Lit Trips projects go through a submission process prior to publication. The submission process generally proceeds as follows:

Educator-Developed Projects	Student-Developed Projects
<ol style="list-style-type: none"><li>1. Submission via email</li><li>2. Publishing agreement between GLT Google Lit Trips and developer agreed upon</li><li>3. Initial quality control evaluation and report</li><li>4. Option given to continue with “assisted revision” addressing any required changes and/or suggested revisions from Google Lit Trips staff support</li><li>5. Project published when mutual agreement reached that project meets minimum quality standards is reached</li></ol>	<ol style="list-style-type: none"><li>1. Pre-submission editorial review by educator</li><li>2. Submitted by educator/reviewer for consideration.</li><li>3. Publishing agreement between GLT Google Lit Trips and adult responsible for representing student’s interest is agreed upon</li><li>4. Initial quality control evaluation and report</li><li>5. Option given to continue with “assisted revision” addressing any required changes and/or suggested revisions from Google Lit Trips staff support and local teacher or adult willing to assist with making final revisions.</li><li>6. Project published when mutual agreement between Google Lit Trips and adult responsible for representing student’s interests is reached.</li></ol>

### Initial Contact/Submission

We generally receive submissions via email from educators when they have developed a Lit Trip that we might be interested in publishing. Sometimes this follows earlier conversations expressing an interest in developing a Lit Trip. The early conversations often lead to advise that will save time during the final revision stages.

We ask that student projects be submitted by an educator,<sup>1</sup> willing to provide a simple pre-screening preliminary for glaring issues such as blatant plagiarism and/or content that does not reflect a basic attention to established grade level expectations for such things as grammar, spelling and language mechanics. All of these issues will be more thoroughly addressed during the Initial Editorial Review and subsequent “assisted revision” steps.

Submissions should be emailed to: [submissions@GLTGlobalED.org](mailto:submissions@GLTGlobalED.org)

### Publishing Agreement

From it’s inception the Google Lit Trips project has been a philanthropic endeavor that has been 100% volunteer. For this reason, we ask that developers understand that we are unable to provide any compensation other than the intrinsic rewards associated with supporting educator colleagues around the world.

This understanding was originally confirmed via a sort of “virtual handshake” for the first few years of the Google Lit Trip project. However, since November of 2013 when we received our official IRS Tax Deductible nonprofit status as “GLT Global ED” dba Google Lit Trips, we’ve asked developers to confirm their understanding of the Publishing Agreement so that our business relationship is officially documented in compliance with 501(c)(3) nonprofit regulations.

We understand and hope our developers understand the need to “officially” document the relationship we have with our contributors.

Here are the basic elements of the Publishing Agreement:

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<sup>1</sup>By educator we mean any adult taking direct responsibility for a student’s education. This includes home teachers.

## GLT Global ED dba Google Lit Trips

- is unable to provide any financial compensation for contributions published on the Google Lit Trips site
- does not take ownership of the resources published on the Google Lit Trips site.
- though we never take ownership, we do
- assures adult developers and guardians of minors who contribute projects to GLT Global ED dba Google Lit Trips the right to request and have their contributions removed from the site for any reason. It has never happened. But we want our developer contributors to feel comfortable about such things.
- asks developers and guardians of minors who contribute projects to GLT Global ED dba Google Lit Trips to fill in a developer survey. The primary purpose is to create a contact database. This information is used only for statistical purposes and to maintain contact with developers should they change jobs or contact information.
- does add legal and branding elements to all Google Lit Trips intended to meet the legal requirements of 501c3 nonprofit incorporation and to create an identifiable look and feel associated with “authentic” Google Lit Trip resources.

## Initial Editorial Review

Once received, we prepare an initial feedback report addressing the two following types of issues:

- the identification of **required revisions** such as issues copyright compliance issues, accuracy of geographical locations, and grammar, usage and mechanics.
- the identification of **optional suggestions** that might be worth considering. For, example these suggestions might include a suggestion that a website link goes to a site potentially above or below the grade level of the typical student viewers for the project. We might suggest that the views of locations might be made more “interesting” if tilted or zoomed in or out a bit.

## Decision to Proceed

Upon receipt of the Initial Editorial Review, we invite the developer of the project, or the student via the submitting teacher, to consider the Initial Editorial Review in terms of whether or not there is still interest in continuing to an “Assisted Revision” phase.

## Assisted Revision

Whether submissions come from an educator who needs some support on either the technical or the pedagogical side, we’re happy to provide assistance throughout the final revision phase.

As to student projects, we are especially dedicated to making it possible for kids of all ability levels to “be published” on a pretty famous website.<sup>2</sup> We work directly with the supervising adult to provide any support we can in terms of helping the student bring the project to a publishable form.

**It is important to know however,** that the duration of the Assisted Revision phase is unpredictable. It can last from just a few days to, in extreme cases, a few weeks. Variables affecting the duration include:

- complexity of the project: higher grade level Lit Trips are generally longer and more sophisticated
- complexity of schedule coordination between our volunteers’ availability, the teacher’s availability, and student schedules.

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<sup>2</sup> My wife is fond of reminding me that Google Lit Trips is “really famous in a really small corner of the world”