

# **Students' Perception Of The Role Of Telecollaborative Learning Projects: A Case Of The Global Teenager Project At Mucheke High School In Zimbabwe**

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## **Abstract**

The study used a phenomenological approach guided by principles of the grounded theory approach to assess the impact of the Global Teenager learning circle on the educational life of students at Mucheke High School, in Zimbabwe. Since in grounded theory, 'theory comes from the data, the study explored, from students' point of view, how the integration of telecollaborative learning projects can effectively promote new paradigms in classroom teaching and learning. The study offers guidelines for the effective implementation of this novel approach to the learning process, and discusses its wider implementations. The findings provide some advice to teachers wishing to attempt this instructional design strategy in their teaching. Although the findings are limited due to the small number of respondents, some of the findings are confirmed in the existing literature as well as contribute new findings to help expand the literature.