

### Director's Note

This issue of *Field Notes* ushers in the spring semester with news of campus initiatives and resources aimed at improving international understanding. A year ago, I reported in this newsletter that the university was finalizing a strategic plan to internationalize the campus. That plan is now being implemented under the leadership of Susan Carvalho, the Associate Provost for International Affairs. It can be accessed at: [http://www.uky.edu/ITF/documents/Final\\_Strategic\\_Plan.pdf](http://www.uky.edu/ITF/documents/Final_Strategic_Plan.pdf).

One goal of the plan is to expand opportunities for university students to study abroad. Students in the College of Education can do that in various ways. Perhaps the most extensive way is through our international student teaching program where teacher candidates teach in another culture for an entire semester. In the last year, more than a dozen teacher candidates completed their student teaching assignments in schools outside the United States. They taught in elementary, middle, and secondary schools in various countries including Australia, New Zealand, Ireland, Germany and South Africa. Laura Thurman's article reflecting about her experience in the *Rainbow Nation* expresses the sentiments of other participants as recorded in electronic journals they maintain while they are abroad.

Another goal is to increase support for faculty to build international partnerships. In the last year, the College has awarded grants to eight faculty and three doctoral students to collaborate with international partners on research and curricular projects. In September, we hosted a symposium where grant recipients discussed their projects. Patricia David's report provides a window into the event and the projects.

In addition to programs that enable faculty and students to learn in international settings, there are resources on campus to help teachers internationalize their classrooms locally. We highlight two examples in this issue: one provided by the Office of International Affairs (OIA) and the other available in the Education Library. Kristen Nakamura Wallitsch describes a wonderful OIA service for teachers and Susan Daole reviews a few of the many books housed in the Dickey Hall library that can help American children learn about children who live in other parts of the world. If you go to the library, you will find Susan an enthusiastic and knowledgeable guide who will introduce you to a myriad of interesting reads.

I hope you will contact Susan and Kristen to learn more about how they can help you. I also hope you will share with us what you are doing to help students in your classrooms make connections between life in Kentucky and other parts of the world. You can do that easily by sending us an email at [fieldx@uky.edu](mailto:fieldx@uky.edu) or giving us a call at 257-1857.

- SB

### Explorations in the *Rainbow Nation*

By Laura Thurman  
Middle School Education

Cape Town, South Africa boasts the most beautiful scenery that any world traveler would hope to behold. The gradually sloping hills of the suburbs dramatically ascend, becoming mountains of 3,000 to 5,000 feet, then drop into the deepest blue ocean at the coastline. This immeasurable splendor of the Capetonian landscape intrigued me as soon as I arrived at Cape Town International Airport.

However, my first steps onto South African soil also brought reality check: a palpable tension pervaded my entrance to the country. Centuries of social unrest in this African nation ultimately result in the highest crime rates in the world, and even the most unaware visitor becomes inhibited upon arrival. Despite the current pressures of the South African society, I found great hope in the fact that this nation, I believe, is winning the battle against racism.

As a student teacher at Wynberg Girls' Junior School (WGJS), I adjusted my cultural lens to understand the complexities of the South African society. Multi-layered, diverse, and intriguing, I quickly realized that there could be no other place on earth quite like this country; and it would be this remarkable school that would actually teach me about the society at large. When I arrived at WGJS, I found a place where girls from unique racial, ethnic and linguistic backgrounds exist harmoniously. Such a school, empowered by passionate and devoted educators, is why progress is possible in this African nation.

As a newcomer to the *Rainbow Nation*, I immediately began asking questions. My first query pertained to the demographics of the city. What was the racial

Continued on page 2



majority? Minority? My question was answered by WGJS, an institution where the demographics of the school mirror the demographics of the city. The majority of the school was “coloured,” people of biracial background, or people of Indian or Malaysian (Cape Malay,) descent. Through a history lesson in my own classroom, I learned the Cape Malay arrived in the peninsula hundreds of years ago: Malaysian and Indian people were enslaved and brought to South Africa by early European settlers. I find heritage lessons such as this fascinating—my students continue to teach me, their American teacher!

Wynberg (WGJS) students come from such a vast array of backgrounds—people of Malaysian and Indian descent as I described; Sotho, Zulu, and Xhosa which are indigenous African people groups; people of European descent including English and Afrikaans speakers; and immigrants from Korea and even France. Layers of culture and subculture, language and dialect, bring a distinct richness to this school. Each one is celebrated—either through art fairs, music and dance festivals—there is a place for every student, no matter their background, to add their mark to the Wynberg community. For all the differences across cultures, WGJS works toward achieving a peaceful and unified learning environment—a universal idea and goal common among many people and many nations.

Since WGJS was such a unique arena, cultural exploration was always on the forefront of my mind. I constantly searched for opportunities to share with my students what I was learning about their culture, as well as what I could share with them about my own culture. One of my most exciting instructional plans allowed an exchange between curious students

in America and my intrigued students in South Africa. I arranged a “pen pal” idea with a teaching friend from Houston, Texas (she teaches a 6<sup>th</sup> grade class.) She first completed a lesson with her students, elaborating on the social atmosphere of South Africa. Then, after giving her class a brief background on Wynberg Girls’ School, she asked her students to write to my students.

The letters finally arrived at my Cape Town address one month after they were post-marked. One day later, after I read the letters and deemed them appropriate, I introduced the pen pal lesson to my class. They erupted with cheers after hearing that American students had written to them!

As I had hoped, the letters from America led to a cultural discussion—how do American students perceive South African students? How do South African students perceive American students? We addressed specific aspects of the pen pals’ culture: family background, atmosphere of Houston, sports that they play, etc. My students found their pen pals absolutely fascinating—they were very motivated to read the letters and then write back. After checking each letter the girls wrote, I sent them back to Houston, Texas. Global interest certainly multiplied for all the learners involved!

As I approached the end of my time in South Africa, I was reminded of my purpose: to revel in the richness of God’s diverse creation, while leaving a legacy among the students I teach, and all other people I meet. After living and student teaching in the *Rainbow Nation*, I realize now more than ever, each of us share more similarities than differences. It’s just as the American poet Maya Angelou once said in her distinctive voice, “Friends, we are more alike than we are different.”

•••••  
 • UK’s Office of International Affairs (OIA) can serve as a good resource for teachers in K-12 classrooms interested in helping  
 • their students develop a global perspective. For example, *Our International Classroom* program offers two-day, 50 minute,  
 • cross-cultural lesson plans that are aligned with the state’s core content. Each lesson plan includes ORQ and MC  
 • assessments. On day one of the lesson, someone from the OIA Community Outreach team will come to the classroom to  
 • present a lesson. On day two, teachers will continue the lesson using the lesson plan provided by OIA. In addition, we have  
 • international curriculum materials and artifacts for loan to educators throughout the state.  
 •

**Contact Information**

Kay Roberts, Community Liaison  
[Kay.roberts@uky.edu](mailto:Kay.roberts@uky.edu)  
 859-257-4067 ext 248

Kristen Nakamura Wallitsch, Graduate Assistant  
[kristenjapan@uky.edu](mailto:kristenjapan@uky.edu)  
 859-257-4067 ext. 249

<http://www.uky.edu/IntlAffairs/community/index.html>



## Children Just Like Me

By Susan Daole, Senior Technician  
Education Library

American children are fascinated by how children just like them live in other parts of the world. Books can transport them around the globe. Here are a few of the books available in the College of Education Library to explore how children in other countries live: their food, homes, families, and schools as well as how one person's vision has changed the world creating 130 new schools in Pakistan and Afghanistan. Please come by and check them out.

Children Just Like Me by Barnabas and Anabel Kindersley, DK Publishing Inc., 1995. (call # J305.23 KIN) This is the first book in the Children Just Like Me Series written to celebrate the 50<sup>th</sup> anniversary of UNICEF. It is a wonderful introduction to the cultures of the world for elementary age children. Organized by continents, it shows the daily activities of children in over 140 countries. Each entry includes information about the country, the family, pets, favorite classes and activities, along with photographs of their family, school, and favorite foods.

What the World Eats by Faith D'aluisio, photographed by Peter Menzel, Tricycle Press, 2008. (call # J641.3 DAL) This book is sure to interest even the most reluctant teenage reader. Covering 525 meals of 25 families in 21 countries, the entry for each family shows a photograph of the extended family in their kitchen surrounded by all the food they eat in one week with an itemized list of

the food and its cost. Fascinating photographs of street markets serving spit roasted guinea pig and roasted cicadas are interspersed with charts on the number of McDonald's in the countries and the corresponding obesity rates. The comparison of family meals in developing and war torn countries and meals consumed by a typical American family make you think about our food consumption habits in a world with decreasing global resources.

Afghan Dreams Young Voices of Afghanistan by Tony O'Brien and Mike Sullivan, Bloomsbury Children's Books, 2008. (call # J305.3 OBR) Interviews with 35 Afghan children ranging in age from 8 to 18 talking about their lives and dreams, show that many have the same hopes as children in America but their lives are quite different. There are interviews with a 13 year old in school who wants to be a teacher. One is about an 11 year old who has worked in a carpet factory for five years from five in the morning to seven at night along with four of his siblings. Other examples include a 10 year old thief without a family, girls married off at 15, and children blinded or maimed by bombs in this war torn country. This view of Afghanistan told by children illustrates to readers the effect the war has on children just like them.

Back to School by Maya Ajmera and John D. Ivanko, Charlesbridge Publishing, 2001. (call # J370 AJM) This is a good book to introduce young children

to classrooms around the world. Some schoolrooms look very much like the ones they attend here, but photographs of a night school in India with students in a grass house reading by an oil lantern or of a group of students traveling to school in a rickshaw in the Philippines demonstrate that learning can occur in many settings.

Imagine a House a Journey to Fascinating Houses around the World by Angela Gustafson, Out of the Box Publishers, 2003. (call # 720 GUS) This book will lead to interesting discussions about the meaning of "house". Photographs of children and their homes range from snow and salt igloos in Canada and Africa, tents in Africa and the Middle East to a houseboat in Southeast Asia.

Listen to the Wind: the Story of Dr. Greg by Greg Mortenson, illustrated by Susan Roth, Penguin Group 2009. (call # J371 MOR) and Three Cups of Tea: One Man's Journey to Change the World One Child at a Time the Young Reader's Edition by Greg Mortenson and Sarah Thomson. Juvenile versions of Greg Mortenson's inspiring book about how he built a school in a remote village in Pakistan. His story is an example of how one person's efforts resulted in 130 schools being built in Pakistan and Afghanistan. Listen to the Wind is a picture book version. The Young Reader's edition was adapted for young adults and includes an afterword by Mortenson's 12 year old daughter.

### Symposium Highlights Internationalization Initiatives by Patricia David

On September 25<sup>th</sup> the College of Education (COE) hosted a symposium to highlight internationalization initiatives in the college and discuss ways to strengthen efforts in the future. Terry Anderson, visiting lecturer in the School of Journalism at the University of Kentucky, provided a sketch of his international experiences in the keynote address that launched the event. Following Terry's remarks, faculty members and graduate students reported on internationalization projects they had undertaken in the spring of 2009 as part of a grant program sponsored by the dean. Reports of these projects as well as the symposium program can be found on the COE internationalization website at: <http://education.uky.edu/OFE/content/internationalization-initiatives>.

## Cooperating and Resource Teacher Tuition Waiver Program

Senate Bill 77 stipulates that state universities will provide a tuition waiver for 6 credits to a cooperating teacher who supervises a student teacher for a full semester. Teachers supervising for only 8 weeks will be eligible for 3 credits. Resource teachers can also receive a tuition waiver for up to 6 credits for each intern supervision they complete.

To qualify you must:

- enroll within one calendar year after completing the supervisory assignment,
- gain admission to the university and be a student in good standing,
- complete the tuition waiver form prior to each semester you plan to enroll, and
- submit waiver to the Associate Dean's Office prior to the first day of classes for the semester of enrollment.

Information and application are available online or by contacting:

Michelle Traynor  
Office of the Associate Dean for Research and Graduate Studies  
107 Taylor Education Building  
Lexington, KY 40506-0001  
Phone: (859) 257-9795 or e-mail: [traynor@uky.edu](mailto:traynor@uky.edu)  
<http://education.uky.edu/ADeanRGS/content/tuition-waivers-cooperating-teachers>

*Field Notes* is published twice a year by the Office of Field Experiences and School Collaboration  
104 Taylor Education Building  
Lexington, KY 40506-0001  
859•257•1857 E-mail: [fieldx@uky.edu](mailto:fieldx@uky.edu)  
<http://education.uky.edu/OFE/>

### Editorial Staff:

Sharon Brennan  
Julie Cleary  
Patricia David

## Course Announcement

### EDC 724: Guiding and Analyzing Effective Teaching

2010 Fall Semester (August 25 - December 15)  
Wednesday Evenings 5:00 - 7:30 p.m.  
Southern Middle School

This course is designed to assist educators who are interested in supervising teacher candidates and intern teachers. Course participants will examine theoretical principles and research findings, and they will develop techniques to critically analyze practice. Through class activities, participants will be introduced to National Board Certification requirements and will be certified to serve on KTIP committees.

For more information, contact Sharon Brennan or  
Patricia David:

Phone (859) 257-1857 or e-mail: [sharon.brennan@uky.edu](mailto:sharon.brennan@uky.edu)

## UPCOMING EVENTS

<b>January 12</b> 9:00 a.m.- 12:00 Noon	Student Teacher Orientation Meetings Taylor Ed. Auditorium
<b>January 13</b>	First Day of Student Teaching
<b>February 11</b>	Last day to apply for a May <b>graduate</b> degree
<b>February 11</b>	Registration Deadline for March 13 PRAXIS
<b>February 28</b>	Last day to apply for an August <b>undergraduate</b> degree - 166 TEB
<b>March 8</b>	Dual placement students begin 2nd half placement
<b>March 15-20</b>	UK Spring Break
<b>March 29 - April 2</b>	Spring vacations - School Districts
<b>April 13</b>	Kentucky Teachers Network Career Fair UK Student Center Ballroom 3:30 - 6:00 p.m.
<b>May 7</b>	Last day of student teaching. <b>Final evaluation must be turned into the Student Teaching Office 107A TEB</b>

University of Kentucky  
Office of Field Experiences and School Collaboration  
104 Taylor Education Building  
Lexington, KY 40506-0001