

Director's Note

The University of Kentucky is currently developing a strategic plan that is designed to internationalize the campus. The plan outlines goals to enhance engagement in international collaborations, increase the presence of international faculty and students on campus, provide more opportunities for students to study-abroad, and infuse international elements into the curriculum. For its part the College of Education (COE) is awarding several small grants this spring to faculty members who will develop programs to address the internationalization goals with colleagues who are at institutions outside the United States. In addition to these projects, program faculty groups in the COE are devising strategies to help teacher candidates develop *internationally-minded* practices such as teaching about different cultural perspectives, examining stereotypes and acquiring a sense of global interconnectedness.

In the spirit of the campus-wide international initiative, this issue of *Field Notes* aims to stimulate thinking about how to weave an international dimension into teaching practice. In it you will find Kathryn Radun's thoughtful account of her experience student teaching at The International School of Düsseldorf, Germany. You will also find an interesting review of the highly acclaimed book, *Three Cups of Tea* written by emerita professor Angene Wilson. Finally, you will learn about three international partnership projects underway in the COE as reported by our information coordinator, Brad Duncan. We offer these articles together with a list of resources you can use to internationalize your curriculum as food for thought. We hope these contributions will inspire you to reflect about your own international initiatives and to share your ideas with us. As always, we would love to hear from you!

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Internationalizing Teaching Practice: A Student Teacher's Perspective

by Kathryn Radun
MIC Social Studies Education

I was entering my last semester of college, the most stressful time of my five year career in higher education, wary of the rumors of burnout and vocational disillusion I had heard about teaching. Despite these stories, I wanted to challenge myself by completing my student teaching abroad. Reckless? Maybe. It turned out to be one of the best decisions I have ever made. Completing my student teaching in Germany at the International School of Düsseldorf was a personal and professional lesson in communication, understanding, involvement and education that will forever influence decisions I make inside and outside of the classroom.

The benefits of student teaching in a foreign country, corroborated by fellow university students placed in other schools, are not limited to the development of an abstract sense of "internationalism". The sensitivity to global issues, systems and cultures I cultivated through daily interaction in Düsseldorf did exist, and it manifested itself as an undercurrent to everything I experienced. By becoming involved in life at the school at every level, I automatically incorporated the cosmopolitan outlook of the people I interacted with. Rather than resigning myself to working at the school during regular class hours, abandoning it after my university obligations were fulfilled, I indulged in the multitude of opportunities available at the school. In becoming involved in the school community, multicultural sensitivity developed as means to an end, but not an end itself.

Beyond my teaching assignment, I was involved in extensive fundraising for Project Tanzania, a service project that gives teachers and students at the school an opportunity to teach classes at Moringe Sokoine Secondary School in Tanzania. I found helping with fundraising projects such as

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What Can Teachers Learn From *Three Cups of Tea**?

by Angene Wilson
Emerita Professor

We received a copy of *Three Cups of Tea, One Man's Mission to Promote Peace One School at a Time* from my brother and sister-in-law for Christmas 2007. In fact, Lew and Susan, who spent several years in Nepal, gave a copy to every household in our extended family. Why? Because it is the riveting story of one person who was willing to learn from Pakistanis how he could help change their world.

As I read Greg Mortenson's book for a second time, perused the website of his Central Asia Institute as well as the Three Cups of Tea website, and read a recent newspaper article about Fozia Naseer, a young woman from Pakistan-controlled Kashmir who is now a student at Montana State University and will be portrayed in Mortenson's next book, I wondered: What are the lessons of *Three Cups of Tea* for us as teachers?

Lesson #1: *Out of mistakes can come opportunities.* Mortenson stumbled on the village of Korphe because he took a wrong turn coming down from a failed attempt to climb K2 mountain. There he found his life's work.

Lesson #2: *Persist in our dreams.* When Mortenson returned to the U.S. after promising to build a school for the children of Korphe, he tried to raise funds to do just that. He wrote 580 letters and received one \$100 check – from Tom Brokaw. A friend gave him the name of a physicist/climber millionaire who had helped start the semiconductor industry, and Hoerni gave him a \$12,000 check for his school.

Lesson #3: *Listen to our students and community.* When Mortenson returned with materials to build the school, the people explained that they needed a bridge first, "so we can carry the school to the Korphe village."

Lesson #4: *Learn from our students and community.* Haji Ali, the leader of the village, said to Mortenson as he pushed to build the school in "American" time and manner – quickly with "shock" and "awe": "If you want to thrive in Baltistan, you must respect our ways. The first time you share tea with a Balti, you are a stranger. The second you take tea, you are an honored guest. The third time you share a cup of tea, you become family, and for our family, we are prepared to do anything, even die. Doctor Greg, you must make time to share three cups of tea. We may be uneducated. But we are not stupid. We have lived and survived here for a long time." Mortenson learned that "building relationships was as important as building projects. He taught me that I had more to learn from the people I work with than I could ever hope to teach them."

Mortenson learned the lessons. In March 2009 he will receive the Star of Pakistan, Pakistan's highest honor, from its president.

If you have not yet read *Three Cups of Tea*, you are in for an exciting "read." At one point Mortenson is kidnapped for seven days. He overcomes two *fatwas* against him. And tucked in the middle is a wonderful love story.

When you finish the book, consider getting your class involved in Pennies for Peace which has raised more than eight million pennies for pencils and schools since 1994. Or find another way to help your students learn how they can make a difference in the world as Mortenson is doing.

Editorial Staff:

Sharon Brennan
Julie Cleary
Patricia David

* You may borrow a copy of this book from the Office of Field Experiences. If you are interested, contact a member of the editorial staff.

Three Faculty Members Awarded Inaugural Internationalization Grants

by Brad Duncan
Information Coordinator

College of Education faculty members Jana Bouwma-Gearhart, Jennifer Grisham-Brown and Jane Jensen are the inaugural recipients of small grants provided to support projects geared toward program improvement with research and/or curricular implications and designed to enhance international partnerships.

The three projects that will receive funding incorporate international travel as an integral part of the coursework and research outlined by the programs. They aim to give participating students and researchers hands-on experience with the application of educational principles in other countries.

Jana Bouwma-Gearhart, Assistant Professor, Curriculum and Instruction

Dr. Bouwma-Gearhart's project focuses on the curriculum improvement of the secondary science teacher preparation programs (undergraduate and MIC). To do this, she will develop a new course titled "The Nature of Science through Bluegrass and Tropical Ecosystem Fieldwork," which will take students to Costa Rica for field investigations intended to provide instruction on how to create and implement inquiry-based curriculum for secondary classrooms and to solidify students' understanding of scientific inquiry. In addition, this improvement is intended to assist in the establishment of an international community of practicing science educators and their students. With this course, Dr. Bouwma-Gearhart also hopes to attract more students majoring in biology and other life sciences to the secondary science teacher preparation programs.

"Data that speak to the attraction and retention of science majors to the educa-

tion profession are highly sought after by the education research community and various other stakeholders concerned about the shortage of science educators in the United States," Dr. Bouwma-Gearhart said. "The longitudinal studies [in association with the class] will be some of the first looking into the long-term effects of a field research-based course on pre-service science educators."

Jennifer Grisham-Brown, Associate Professor, Special Education and Rehabilitation Counseling

Dr. Grisham-Brown has worked for five years with Adopt!inc., a United States non-profit group, in an effort to open a high-quality children's home in Guatemala. She is a founding board member of Hope for Tomorrow, the Civil Society, which has been overseeing and operating the children's home, La Esperanza. Dr. Grisham-Brown's project will provide students with an international practicum experience at La Esperanza, giving them the opportunity to use their knowledge and skills about child development, assessment, program planning and program quality in a different setting, culture and country. The goals of the program are to have students compare practices used working with children in the U.S. and in Latin American orphanages, evaluate the quality of Guatemalan children's homes against U.S. environments, assess these children and develop individualized intervention plans based on these assessments.

"This experience will allow UK students to apply principles they have learned in other classes to another country, culture and context," Dr. Grisham-Brown said. "Also, students will learn about the Latino

culture and their philosophies related to child rearing and education. This is important given the large number of Latino residents in the United States."

Jane Jensen, Associate Professor, Educational Policy Studies & Evaluation (EPE)

Dr. Jensen's project focuses on developing case studies of two European systems of student service delivery to identify organizational structures, philosophies of practice, regional differences and areas of challenge. By studying systems in Italy and Spain, Dr. Jensen hopes to learn about the relation to international student populations and the new populations of students attending university as a result of post-secondary education reforms. In addition, she hopes this work will help cultivate relationships with at least one institution in each country, providing an exchange that will be mutually beneficial. These case studies and relationships built will serve as a basis for further internationalizing higher education coursework offered by the EPE department.

"The Bologna Process in Europe has resulted in major educational reforms, including an increased focus on international education and students' 'right to study,'" Jensen said. "I am curious about how these changes are influencing the ways that university students in Italy and Spain are supported in their studies, especially previously underserved populations. The results of my research will be shared as part of EPE's graduate program in higher education and used in the development of external grant applications."

Resources for Building a Culturally Responsive Classroom

101 Tools for Tolerance: Simple Ideas for Promoting Equity and Celebrating Diversity:

http://www.tolerance.org/101_tools/101_tools.pdf

Boston Research Center for the 21st Century: www.brc21.org

Center for Ecoliteracy: www.ecoliteracy.org

Character Education Partnership: www.character.org

Critical Competencies for Teachers of Children Whose Home Languages are other than English:

<http://lmri.ucsb.edu/publications/newsletters/v16n4.pdf>

Cultural Competency: What it is and why it Matters?

<http://www.californiatomorrow.org/media/ccompetecy.pdf>

Education and Model UN: www.unausa.org

Educators for Social Responsibility: www.esrnational.org

Global Learning and Observation to Benefit the Environment: www.globe.gov

Institute for Global Ethics: www.globalethics.org

Lesson Plans: Learning to Teach in a Complicated World:

<http://lessonplans.blogs.nytimes.com/2008/09/25/the-cross-cultural-classroom/>

Lesson Plans to Address Diversity: <http://www.racebridges.net>

Peace Games: www.peacegames.org

Resolving Conflict Creatively in the School Community: www.triune.ca/rcc1.htm

Resolving Conflict Creatively Program (RCCP):

<http://www.esrnational.org/index.php?location=pages&l=ele&link=27>

Responsive Classroom: www.responsiveclassroom.org

Rethinking Schools: www.rethinkingschools.org

Seeking Educational Equity and Diversity: <http://www.wcwonline.org/seed/>

SPECIALQUEST Multimedia Training Materials:

<http://76.249.171.46/specialquest/trainingmaterials/index.lasso>

Supporting New Educators to Teach for Social Justice: The Critical Inquiry Project Model:

<http://www.urbanedjournal.org/articles/article0035.html>

Supporting Positive Language and Literacy Development in Young Language Minority Children: Supporting New Visions for Social Justice Teaching: The Potential for Professional Development Networks:

<http://www.urbanedjournal.org/articles/article0031.html>

Research, Policy and Practice:

<http://www.childcarereseach.org/discover?displaypage=meetings%5cell%5cindex.jsp>

The Earth Charter Initiative: www.earthcharter.org

World Without Walls: Learning Well with Others:

<http://www.edutopia.org/collaboration-age-technology-will-richardson>

Course Announcement
EDC 724: Guiding and Analyzing
Effective Teaching

2009 Fall Semester (August 26 - December 16)
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

Collaborative Connection: Sharing Ideas

One way to sustain the collaborative connection between university and school-based partners is to share ideas about teaching and learning. What works and doesn't work in your experience to promote quality teaching and foster student learning? What changes or challenges have you experienced that colleagues might find interesting or helpful. Please send your thoughts, ideas, suggestions, concerns, etc., to Patricia David at patricia.david@uky.edu. We welcome your contributions!

UPCOMING EVENTS

January 13 9:00 a.m.- 12:00 Noon	Student Teacher Orientation Meetings Taylor Ed. Auditorium
January 14	First Day of Student Teaching
February 12	Last day to apply for a May graduate degree
February 12	Registration Deadline for March 14 PRAXIS
February 28	Last day to apply for an August undergraduate degree - 166 TEB
March 9	Dual placement students begin 2nd half placement
March 16-21	UK Spring Break
March 17	Kentucky Teachers' Network Career Fair Eastern KY University 3:30 - 6:00 p.m.
March 30 - April 3	Spring vacations - School Districts
May 8	Last day of student teaching. Final evaluation must be turned into the Student Teaching Office 107A TEB

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