

Director's Note

Preparing Globally-minded Citizens: What is the Role of Teachers?

As we began assembling this globally-themed *Field Notes* issue, International Education Week was drawing to a close. The U.S. Departments of Education and State designated this week to underscore the importance of helping students in P-12 schools become globally-minded citizens--citizens who understand the relationship between local and global needs and who have the skill to interact effectively with people from other parts of the world.

The emphasis these governmental agencies have placed on global citizenship in recent years raises a question about how teachers are prepared to promote global-mindedness in their classrooms. As indicated in previous newsletters, one way we promote this kind of teaching at the University of Kentucky is to provide opportunities for our candidates to student teach in schools located outside the United States--schools that are part of our international student teaching program network.

As you read on, you will learn more about this program from the perspective of two program participants. Dr. Laurie Henry shares her experience serving as faculty-in-residence while supervising six UK student teachers at the Gaoxin School in Xi'an, China. And Rachel Marazzi, who completed her student teaching assignment at the Königin-Luise-Schule in Cologne, Germany, explains how she got there, what she learned, and where it has taken her since then. In the pages that follow, you will also find a collage of pictures submitted by other program participants as well as resources which can be used in classrooms to increase global awareness.

We hope the resources will prove helpful and the stories will prompt you to share your ideas and/or experiences. Perhaps you already use *ePals* to help your students communicate with those who are in another part of the world, or maybe you use *Adobe Connect* as a way for your class to collaborate with classes located outside the US on projects of world significance (e.g., climate change). If not, would you like to collaborate on a globally-focused project? We want to know what's on your mind and how we might work together to achieve the goal of preparing globally-minded citizens for the reality of 21st century living. So please, let us hear from you.

Sharon
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Living the German Dream

By Rachel Marazzi, *Social Studies Education*

Last January, when I was preparing to leave for a semester abroad to student teach in Cologne, Germany, I would have never guessed that I would be writing an article about my experiences from my own apartment in Frankfurt, Germany.

2012 has been an incredible year for me. I moved to Cologne in January to complete my student teaching at an inner-city public high school and returned to Lexington to finish my studies. I graduated with my Master of Arts and obtained my teaching license in August. That's a lot to be grateful for, right? Well, my experience living and student teaching in Cologne led me to pursue a career and life in Germany—something I had only ever daydreamed about!! When I moved back to Germany in August, I did so without a job or a place to call home, and now I am gainfully employed and have a wonderful apartment in a little village near Frankfurt.

How did I get here, and why? I have studied German since I was 14 years old. After making friends with people from Germany and having great teachers and professors throughout high school and college, I fell in love with the language, culture, and history of Germany, and I pined for the opportunity to visit. My parents said no to studying abroad while I was in college, but after a lot of begging, they agreed to send me to Germany for a week in 2006.

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Cassie Criscillis' students in her Auckland, New Zealand student teaching classroom. See inside for more photos from others' overseas experiences.

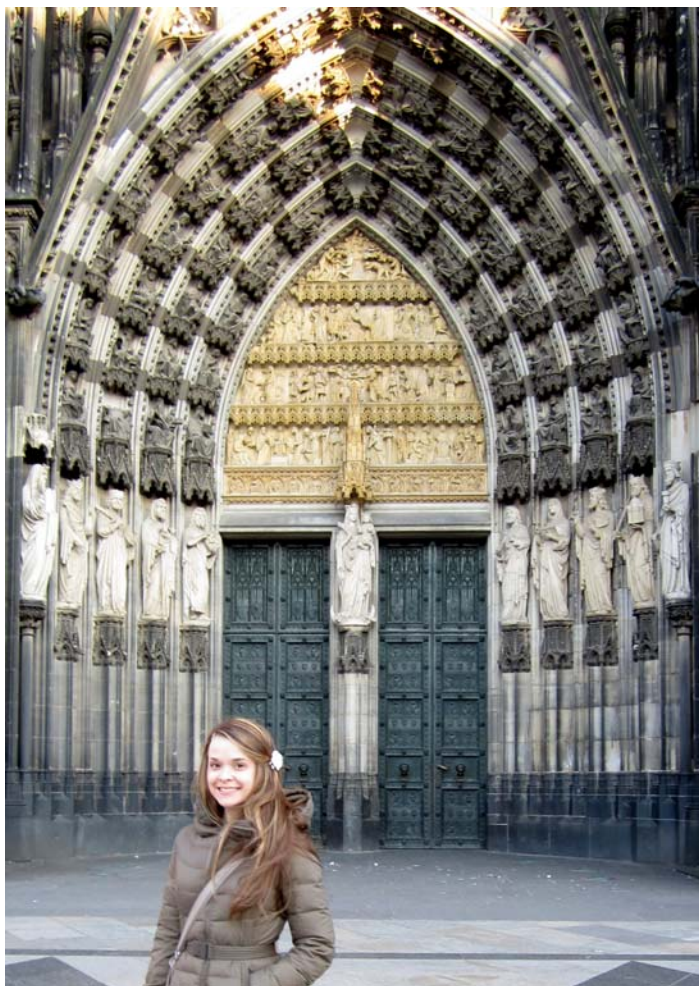
(Continued from previous page)

As an early graduation present, I went and stayed with a friend I had made in high school when he studied abroad in my home state of Indiana. Germany was everything I had hoped it would be, but it was far too quick of a trip, and I longed to return.

In the summer of 2011 before I was to begin the Masters with Initial Certification (MIC) program at UK, I stumbled across information on the UK College of Education website that indicated I could do my student teaching in another country. I could hardly contain my excitement as I immediately thought of Germany as a possibility. Although I'd visited and even lived in other countries, I knew I wanted to return to Germany.

In October 2011 I got my acceptance letter to student teach at Königin-Luise-Schule in Cologne, Germany and was "over the moon" with excitement and happiness. I could not believe I was going back to Germany—specifically to a city I'd only visited for a couple of hours during my 2006 trip.

Arriving at the Hauptbahnhof, the main train station in Cologne which overlooks the towering, majestic, and indescribably beautiful Kölner Dom (Cologne Cathedral), I was overwhelmed with joy and felt, in a way, that I was home.



Student teachers explore their surroundings while abroad. Rachel is seen here at Cologne Cathedral.

The next four months, while incredibly challenging, were the most personally, educationally, and occupationally rewarding months of my life. I had to use my German again, which I hadn't spoken for 6 years, adapt to a completely new culture and way of life, commute to school from a suburb via train every day, live in a dorm, and most importantly, teach several different Social Studies and English classes in an educational system completely different from what I knew in the United States—while simultaneously keeping up with my Master's degree courses. However, all of these challenges and differences soon turned into preferences: I loved working in the middle of a city of a million people; I loved my German students; and I loved the country and culture. I was also fortunate enough to be able to celebrate Carnival in Cologne and visit several other cities and countries during my stay. I realized about halfway through the experience that I was in no way ready to leave. I fell in love with everything about Cologne and knew I was meant to return.

The Social Studies class that I took over at mid-semester had become "my" class. I did activities with the students that I'm sure seemed crazy to them, as teaching styles are quite different in Germany. They seemed hesitant to embrace my more creative approach that required them to come out of their shell a bit and deviated from the lecture-style class they were accustomed to. With that said, I have never been so proud of a group of students in my life, and I cried as I said goodbye to them during our last class together.

I wasn't ready to leave them or the place I had come to love. I had to return to the US to complete summer courses in order to graduate in August but knew I would find a way to return. It was not an option. I spent the entire summer trying to recover from reverse culture shock and applying for teaching jobs in Germany. When I boarded a plane to return with a one-way ticket on August 6, I did not have a job, but I did have friends there and a visitor's visa which allowed three months for me to find a job.

About a week after landing back in Germany things came together in a way that I don't have the space to describe in this article. After three hard summer months of no job offers from all my applications, I received two job offers within six weeks of my arrival in Germany. I am now a teacher at the Europäische Schule RheinMain near Frankfurt. I have a working visa, insurance, and my own apartment. I am essentially living the "German Dream". I am very happy and grateful to all those at the University of Kentucky and in Germany who helped make this dream a reality!

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Chopsticks, Dumplings, and Dragons--Oh my!

By Dr. Laurie A. Henry, Assistant Professor of Curriculum & Instruction

As China celebrated the year of the dragon on February 4, 2012, a number of faculty and students in the College of Education were deep in the throes of planning for a new student teaching abroad program. The year of the Dragon is said to deliver good fortune. This was certainly the case for six student teachers and me, their university supervisor, who broke new ground as the first long-term, embedded student teaching experience in China. Their good fortune resulted in successful collaborations between the Gaoxin No. 1 High School and International Center, Gaoxin No. 2 Primary School, Xi'an High-Tech International Primary School (all located in the Hi-Tech Innovation Zone in Xi'an), and the newly formed Office of International Engagement in the College of Education. Six student pioneers (Barry, Ben, Carrie, Kelly, Kevin, and Stacey) and I represented the United States while spending seven weeks in Xi'an, China, placed full-time in a variety of high school and primary level classroom settings.



UK students were all smiles upon arrival at Xi'an airport. (L-R: Kelly and Ben McMaine, Carrie Wheeler, and Stacey Jefferson)

Individuals born during the year of the Dragon are said to have distinct characteristics including innovation, confidence, and fearlessness in the face of challenges. These characteristics were certainly evident within our student teachers as they embarked on this inaugural exchange experience. I was impressed with the students' confidence and their ability to quickly acclimate to life in Xi'an with many unanswered questions as we stepped through the gates at Gaoxin No. 1 High School where we were fully immersed into this culture that was so very different from our own. Many challenges were placed before us on a daily basis, but our students rose to meet each and every one of those challenges: overcoming communication barriers, negotiating public transportation, finding our way around Internet security, feeling at home with host families, and even discovering a local Starbucks that had run out of coffee). But all of these cultural challenges and experiences paled in comparison to what our student teachers learned when they stepped into the classrooms they would be part of for their seven-week embedded student teaching experience.

Lessons from the Classroom

Student teachers were placed in two very distinct school settings that included traditional Chinese high school and elementary classrooms and an international school setting. The traditional schools mostly taught classes in Chinese with children beginning to take English classes in first grade. Four of our student teachers were partnered with their cooperating teachers (Chinese natives who taught English classes) to teach their content during spoken and written English classes. Two of our student teachers were placed in the international school where native English speakers from the United Kingdom, New Zealand, and Australia taught many of the AP classes. It didn't take long for our student teachers to blossom in their new teaching roles. Carrie began tutoring AP US History at the start of the school day and assisting with a theater club after school. Kevin and Barry engaged in "pickup basketball" games with students at the end of the school day, and Ben was often invited to jog (Mǎnp'áo) around the track with the Chinese teachers during morning exercises. Stacey quickly learned where to find art supplies and large sheets of paper for hands-on math projects with her elementary students. We even arranged for Kelly and Ben to be the first westerners to visit a primary school for the deaf during our stay (Xi'an No. 2 School for the Deaf) and embarked on a tour of the Xi'an Academy of Fine Arts, College for the Deaf. To say the least, every day offered unique opportunities to forge new relationships with our Chinese colleagues.

An Innovative Spin on Cultural Excursions

There were many opportunities for learning in Xi'an, so we wanted to ensure our student teachers had the chance to engage in a variety of cultural excursions during their stay. We arranged visits for them to see the world famous Terracotta Warriors, the Shaanxi Historic Museum, Big Wild Goose Pagoda, Muslim Street, Tang Paradise Cultural Park, and Cuihua Mountain. However, we put an innovative spin on the students' participation with these different cultural excursions: They were challenged to document these opportunities by developing digital field trips which they could then use later in the classroom to teach their future students about that region of the world. Ben creatively produced a digital field trip of the Terracotta Warriors that he narrated in Spanish. You can view it from the following link: <http://srmcmaine.pbworks.com/w/page/51984320/Virtual%20field%20trip>

We also participated in a Flat Stanley project for students at Cassidy Elementary School in Lexington. We brought a group of Flat Stanley and Flat Stella dolls with us to document our many cultural experiences and report back to the students in Lexington via a blog. Through these innovative digital exchanges, our goal was to begin building bridges between our education communities in Kentucky with those in Xi'an. We also experimented with travel blogs and VoiceThread to create a digital archive of our experiences abroad. Our VoiceThread can be viewed here:

<http://voicethread.com/#q.b2864414.i15120247>



Kelly McMaine and Dr. Laurie Henry (center back) pose with English teachers and students at Gaoxin No. 2 Primary School.

Building Bridges and Forging Lasting Relationships

Our experiences with the schools in Xi'an, China provided an unprecedented opportunity for us to bridge our two very different cultures which included distinctly different approaches to teaching and learning. For the most part, classroom instruction in the Xi'an schools focused on direct instruction and rote memorization of information with the main goal of passing a variety of examinations. Our student teachers introduced the students and cooperating teachers to different methods and pedagogical approaches that were more student-centered and oftentimes enhanced through the use of technology (which was rarely used for instruction in the Chinese classrooms). The cooperating teachers enjoyed observing these lessons and talking with our student teachers afterward to learn more about their instructional approaches. Our student teachers also engaged in many opportunities to team-teach in the traditional Chinese high school with lessons ranging from American pop culture to introductory Spanish using an immersion approach to language learning.

During our final week in Xi'an, I provided a professional development session to a group of primary and high school teachers that focused on the work of Vygotsky, constructivism, and student-centered learning activities (e.g. the use of learning stations). This was followed by a demonstration lesson that I taught to a group of 62 fifth grade students using learning stations and collaborative learning activities to teach basic literacy concepts and provide practice with written and spoken English. Ten Chinese teachers and two of our student teachers observed this demonstration which was followed by a debriefing to further discuss this more active approach to teaching and learning. The teachers took copious notes and asked to keep the instructional materials that I developed for the lesson. This was certainly a rewarding experience for all involved.

Our seven weeks in Xi'an provided the student teachers and me with many unique and unforgettable experiences. Our time there began with a formal Opening Ceremony and ended with an exclusive meal of roast duck at Xi'an's most famous dumpling house followed by a UK-sponsored reception in honor

of our newly formed relationship with our wonderful colleagues. We overcame many challenges, which began with learning proper chopstick etiquette and ended with bidding warm goodbyes to new friends. Individuals born during the year of the Dragon are said to be free spirits of the Zodiac. As the year of the Dragon comes to a close, our first group of student teachers to embark on this magnificent journey will be remembered appropriately as the free spirits who successfully carried out this inaugural student teaching experience in collaboration with our partner schools in Xi'an, China.



Kelly McMaine and Stacey Jefferson don traditional Chinese costumes at Tang Paradise Cultural Park.

Course Announcement:

EDC 724: Guiding and Analyzing Effective Teaching

2013 Fall Semester

(August 28 - December 20)

Meeting pattern & location TBA

This course is designed to assist educators interested in supervising teacher candidates and intern teachers.

Course participants will examine theoretical principles, research findings, and 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 Martin Mills:
Phone (859) 257-1857 or e-mail:
sharon.brennan@uky.edu or
martin.mills@uky.edu



Elementary student teacher Chelsea Wheeler leads a lesson in her Australian classroom.



Chelsea made time to visit the Sydney Opera House while completing her student teaching assignment in Australia.

Resources for Increasing Global Awareness in the Classroom

ePals: Global Community: Where learners connect. Retrieved January 2, 2013, from <http://www.epals.com>.

iEARN: Learning with the world, not just about it. Retrieved January 2, 2013, from <http://www.learn.org>.

Mansilla, V.B., & Jackson, A. (2011). **Education for global competence: Preparing our youth to engage the world.** New York: Asia Society.

McIntyre, E., Kyle, D.W., Chen, C., Kraemer, J., & Parr, J. (2009). **Six principles for teaching English language learners in all classrooms.** Thousand Oaks, CA: Corwin.

Powell, W., & Kusuma-Powell, O. (2011). **How to teach now: Five keys to personalized learning in the global classroom.** Alexandria, VA: Association for Supervision & Curriculum Development.

Sleeter, C.E., & Cornbleth, C. (Eds.). (2011). **Teaching with vision: Culturally responsive teaching in standards-based classrooms.** New York: Teachers College Press.



Music student teacher Megan Lineberry (left) with some of her students after a recital in Berlin, Germany.



Cassie Criscillis (bottom left) with students from her host school in Auckland, New Zealand.

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. In your experience, what works and doesn't work to promote quality teaching and foster student learning? What changes have you made; what challenges have you experienced that colleagues might find interesting or helpful?

Please send your thoughts, ideas, suggestions, concerns, etc., to Mary Hrabak at mrhrab0@uky.edu. We welcome your contributions!

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 the waiver to the Associate Dean's office prior to the first day of classes for the semester of enrollment.

Information and application are available at:
<http://education.uky.edu/ADeanRI/students/sb77-tuition-waiver>

If you have questions, please contact:

Michelle Traynor

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Upcoming Events

January 7	Program Coordinators pick up Student Teaching packets
January 8 9:00-12:00 Noon	Student Teacher Orientation Meetings - Taylor Ed. Auditorium
January 9	First Day of Student Teaching
January 21	Martin Luther King, Jr. Day
February 20	Last day to apply for a May 2013 <i>graduate</i> degree (online in myUK)
February 28	Last day to apply for an August 2013 <i>undergraduate</i> degree (online in myUK)
March 1	Dual placement students begin 2nd half placements
March 26 3:30 p.m. - 6:30 p.m.	Kentucky Teachers' Network Career Fair EKU Keen Johnson Bldg.
April 1-5	P-12 Spring vacation (in most counties)
May 3	Last day of student teaching. Final evaluations must be submitted to Student Teaching Office - 107A TEB.
June 20	Last day to apply for an August 2013 <i>graduate</i> degree (online in myUK)
June 30	Last day to apply for a December 2013 <i>undergraduate</i> degree (online in myUK)

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