



Spring 2014

## Leading Edge Spring 2014

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# Leading Edge

EDUCATE. COLLABORATE. INNOVATE.

SPRING 2014

## In This Issue

- p. 1 Impact: Families
- p. 2 Impact: Schools
- p. 3 Impact: Learning
- p. 4 Engagement
- p. 5 Partnerships
- p. 6 Clinical
- p. 7 Results
- p. 8 International

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## Making an *IMPACT*



*Scot Rademaker meets with EDUC 200 students.*

### Bridging Home, School, and University

As part of the EDUC 200 *Developmental Sciences in the Context of Poverty* course, Scot Rademaker, along with Lisa Johnson and members of the faculty in the Richard W. Riley College of Education, helped to organize a celebration dinner in conjunction with principals Norris Williams, Dutchman Creek Middle School, and Johneka Simmons, Ebenezer Avenue Elementary School. Parents, students, and teachers from the host schools, as well as Winthrop University students all met on two different nights at the end of the semester to share a meal and converse about how the semester went, what the students learned, and how they could help facilitate the learning process for students in the future. The dinners were seen as a celebration of the relationship between the public school system and Winthrop University. Winthrop students gained valuable insights throughout the semester about working with students and families, and the dinners allowed them further insight into the lives of the students they will be teaching. At the end of the night, parents, students, host teachers, and Winthrop University students all filled out a survey about their experience. One host teacher commented, "This was delightful. Thank you. Our students benefit from interactions outside school with young adults who have chosen to attend college." A parent who attended the dinner wrote, "The dinner was very exciting and it was great to meet the Winthrop students and listen to their goals in life and give the Dutchman Creek students positive feedback." Additionally, the participating principals, as well as Johnson and Rademaker, presented some of the insights drawn from the experience at the National Association of Professional Development Schools Conference. In the future, members of the faculty in the College of Education hope to continue this type of event and foster the relationship between public schools, families, and the university.

To learn more about the Richard W. Riley College of Education, please go to [www.winthrop.edu/coe](http://www.winthrop.edu/coe).

# IMPACT: SCHOOLS

## Using Co-Teaching to Include Students with Disabilities in General Education Classrooms

The Winthrop Partnership Network develops collaborative relationships between school district educators and university faculty that have positively impacted the learning of P-12 students and preparation of teacher candidates to effectively meet the needs of students in diverse classrooms. A project that took place at Indian Land Middle School in Lancaster, S.C. is one primary example. Principal David McDonald was concerned about the under-performance of the students with learning disabilities at the school and contacted Winthrop to begin a discussion for possible solutions. This led to a school-wide transformation in the way special education services are delivered to students with learning disabilities. Instead of relying on a pullout resource model for instructional support, a fully inclusive co-teaching model was initiated. Debra Leach collaborated with the school administration to deliver training and support to teachers as they shifted to the use of co-teaching in inclusive classrooms. Student achievement data were collected to determine the impact that co-teaching had on students with learning disabilities and their non-disabled peers.

The results of this collaborative project were extremely positive in a variety of ways. The academic achievement of the students with learning disabilities in the co-taught classrooms increased dramatically, typically developing students who were taught in co-taught classrooms had greater academic gains than those who were not. Winthrop interns placed with special education and general education mentor teachers participating in the co-teaching initiative had opportunities to develop collaboration skills and see first-hand how co-teaching positively impacted all students. It is the hope of those involved in the co-teaching project at Indian Land Middle School that this model of delivering instructional supports to students with disabilities will continue to be used, expanded, and even inspire other schools to initiate similar projects.

## Putting a Spotlight on Science at Hunter Street Elementary School

Third and fourth grade teachers and students at Hunter Street Elementary School in York, S.C. are excited about science! Since 2012-13, science inquiry has been used to involve students in hands-on investigations. Results from the 2011-12 PASS test earned Hunter Street Elementary a grade of A, the Palmetto Gold Award for Overall Achievement, and a Palmetto Silver Award for Closing the Achievement Gap. However, when Principal Kevin Hood, Assistant Principal Tricia Gupton, and Winthrop Faculty in Residence Linda Pickett looked more closely at the PASS results, they saw a need to improve student performance in science, particularly in the area of scientific inquiry.

In January 2013, third and fourth grade teachers and Winthrop interns attended a workshop on integrating science inquiry into the new state curriculum and incorporating more informational texts into science.

In the months that followed, teachers involved students in hands-on investigations and projects that culminated in the 2013 Spring Science Showcase. Each teacher selected a different strand of their grade-level science curriculum to showcase, and parents and family were invited to attend the two grade level events held during school hours. Students engaged parents in hands-on activities and demonstrated how technology was used in projects related to the selected strand. This proved to be a very successful event with 93 parents and family members in attendance.

The science initiative positively affected student learning. Student performance in the area of scientific inquiry on the 2013 PASS assessment revealed that 88.1% of third grade students met or exceeded expectations for scientific inquiry on the test, a 40.5% increase from the prior year results, and 84.9% of fourth grade students met or exceeded the expectation for scientific inquiry, a 32% increase. Based on the school's overall performance on the 2013 PASS, the school again earned an A and improved to an overall 98.9 average (97.6 in 2012).

The following fall, fourth grade teachers engaged their students in a Thanksgiving-themed Crime Scene Investigation "who-done it" in which students collected, recorded, and analyzed data to determine who kidnapped Farmer Brown's baby turkeys.

In February and March 2014, the third and fourth graders participated in an environmental investigation of the woodland habitat around the school, collecting samples and using a hand lens, stereo microscope, and Zoomy digital microscope to make detailed observations. Cassie Bell from the Winthrop Department of Biology and Britni Cavaleri, a Winthrop graduate biology education major, collaborated with the teachers and Linda Pickett to plan and implement the experience. Students summarized their investigations in reports and the teachers used a collaboratively developed writing rubric to assess student work. In April, the four fourth grade classes will visit Winthrop Lake, working with biology faculty members Julian Smith and Cassie Bell, graduate biology education students, and Linda Pickett to collect samples from the lake to view in a Winthrop biology lab.

Hunter Street is hopeful that the focus on engaging students in scientific inquiry through hands-on science investigations will not only keep science exciting for children but will also result in continued improvement of third and fourth grade students' science performance and writing skills.



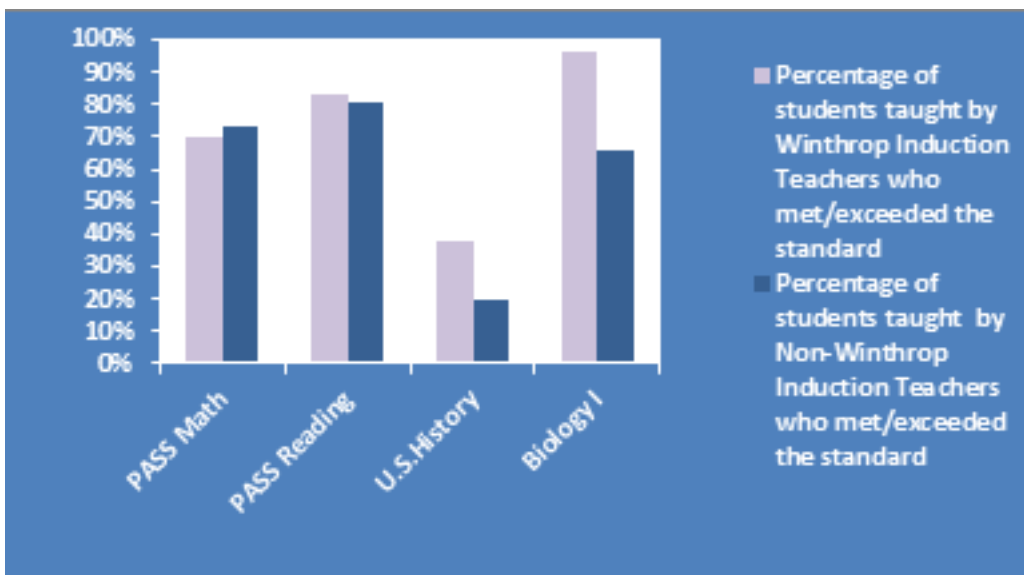
*Students at Hunter Street Elementary School are learning about science.*

# IMPACT: LEARNING

## Student Achievement Gains for Winthrop-Trained Teachers

The NetSCOPE grant, now in its fifth year, has systemically reformed P-12 curriculum and increased professional development opportunities for teachers since its inception. Project outcome data suggest that the reform strategy has coincided with positive growth trends in achievement for students of Winthrop-trained induction teachers. In Year Four of project implementation, the percentage of students taught by Winthrop induction teachers who met or exceeded the standard on End-of-Course tests in U.S. History outdistanced the percentage of students taught by non-Winthrop induction teachers who met or exceeded the standard (see Figure 1). The same was true for Biology. Likewise, the percentage of students of Winthrop-trained induction teachers who met or exceeded the standard on the Palmetto Assessment of State Standards (PASS) in Reading surpassed the percentage of students of non-Winthrop-trained induction teachers who met or exceeded the standard on that assessment (see Figure 1). Focus group findings and teacher candidate survey responses suggest that teachers from Winthrop University are highly prepared for the classroom experience.

The NetSCOPE project also saw an increase in the percentage of students who demonstrated growth on Math Measurement of Academic Progress (MAP) assessment from Year Three (56%) to Year Four (60%). Professional development schools and partner schools continue to implement customized strategies designed to address the unique needs of each school. Strategies such as project-based learning and co-teaching have been used effectively to impact student achievement. One school, which instituted co-teaching in both Year Three and Year Four of the project, saw larger gains in Math



and ELA student achievement scores in classes implementing co-teaching than in classes that were not co-taught. Teachers indicated in large part in a survey that the co-teaching experience was positive for them. These student achievement and teacher survey data, taken together, point toward co-teaching as a promising instructional practice that promotes enhanced educational experiences both for teachers and for students as well as student achievement progress.

As more teachers graduate from Winthrop having benefitted from the revised curriculum and yearlong internship, we are optimistic that their classrooms will realize demonstrable growth in student achievement.

## The New Education Core

Want to know more about the new Education Core Curriculum? Our Education Core website is up and running and contains a wealth of information on new Core courses including syllabi, key assessments, videos on the various field experiences, blogs, and a discussion board for each section of each course.

Visit [educationcore.winthrop.edu](http://educationcore.winthrop.edu) and register today! If you already have a Winthrop account, you can immediately access the website by logging in with your Winthrop email and password.

We look forward to adding to the website as courses progress. Please add your thoughts, ask questions, or provide professional input through the discussion boards.



# ENGAGEMENT

## Personal Training Laboratory for Exercise Science Students



In the course PHED 481 *Laboratory for Exercise Testing and Prescription*, exercise science students gain a unique experience working one-on-one performing personal training with clients for an entire semester. In most of their laboratories, they perform assessments only on each other so there was need for a more real-world application setting. Students need to feel confident working with clients of all ages and health/fitness levels, especially since many students plan to pursue careers in allied health such as physical or occupational therapy or work in exercise training and health promotion. All clients must be Winthrop-affiliated: faculty/staff (or their spouse/dependent), retired faculty/staff, graduate students, or post-traditional undergraduate students. The students and clients are matched based on compatible schedules. The students must select and perform appropriate pre-exercise assessments and develop the exercise program for the clients under the direction of Instructor and Winthrop alumnus, Robert Schroeder, M.S., along with exercise science faculty. Thirty contact hours in exercise training at the West Center are required. The students build a portfolio of assessments, programming, and session logs. They perform a final written clinical work project summary, reflection, and oral presentation at the end of the course.

The program has been a win-win for both clients and students. Clients have increased their confidence in their ability to exercise independently while making gains in strength and aerobic fitness and loss in weight and/or waist circumference. Several faculty members who have signed up for multiple semesters, obtaining a new student trainer each time. For more information about the program, please contact Janet Wojcik, exercise science program coordinator, at 803/323-4687 or wojcikj@winthrop.edu.

Senior exercise science major, Nickolos White, a student-veteran, works with his client, Wanda Briggs from the College of Education.

## The Value of Early Field Experiences

At Winthrop University, our new clinical-based approach to teacher education is having dramatic impact on candidates. Through a “learn by doing” model, candidates are developing critical instruction and management skills literally on the job. They are better able to apply content learned while continuously building new knowledge through authentic experiences. In addition, with the expert guidance of faculty, mentors, and host teachers, candidates have the opportunity to make an informed decision regarding what they want to teach, where they want to teach, and, yes, sometimes even if they want to teach.

By fall semester 2014, field experiences will be part of almost every teacher education course in the College of Education. For example, EDUC 200 *Developmental Sciences and the Context of Poverty* is a course in which candidates work with individual P-12 learners identified as living in poverty. Faculty and host teachers collaborate to provide candidates an experience through which they learn and implement research-based practice proven effective in working with at-risk students. When asked about their experiences, candidates responded:

*I am even more sure that elementary education is where I am supposed to be. I usually hate waking up early; but because I knew I had field experience, I woke up earlier than usual since I was so excited to learn new things from my experience.*

*I learned that you have to be willing to take on new challenges while still being able to enjoy your job every day.*

*The most important thing I learned from this experience is that I was nervous before the class began thinking that maybe I would not like being in a classroom. I am now really excited, and I know this is what I want to do!*

*The most important thing I learned from my experience would be that, unfortunately, teaching just isn't for me. I had a fantastic mentor teacher who never hesitated to help me out any way she could and my students were phenomenal, but I found myself really disliking teaching. I'm grateful for the field experience because without it, I may have never realized that teaching is not what I want to do with my life.*

As noted in the last response, not all candidates continue with teacher education after the early field experiences. While we hate to lose candidates, we appreciate the opportunity college provides in making choices and changing majors is definitely a choice better made earlier rather than later. For most, working with P-12 students early in their university career at Winthrop inspires our education majors to approach their academic preparation with greater dedication, maturity, and commitment to making a real impact on student learning.

# PARTNERSHIPS

## School Climate Becomes a Focus at Chester Park School for the Arts

**O**n Feb. 3 and 4, Chester Park School for the Arts in Chester, S.C. became the 15th school in the Partnership Network to be trained in the implementation of the Olweus Bullying Prevention Program. Lisa Harris and Mark Mitchell, professors in the Richard W. Riley College of Education, are certified Olweus Trainers and provide the bullying prevention training to the partner schools in the NetSCOPE and NetLEAD grant programs.

The Olweus Bully Prevention Program originated in Norway under the direction of Dan Olweus. It is the most researched and proven bullying prevention program in the United States and is backed by research involving more than 50,000 students over 20 years. The United States counterpart to Olweus' work in Norway is Susan Limber, professor at Clemson University.

As stated by Beth Wardy, principal at Sterling Elementary School, "Our independent data collection reveals instances of bullying have decreased overall by 14% in just one year. More importantly, out-of-school suspensions reached 40 for the 2012-13 school year. To date this school year (2013-14), we have a total of only five suspensions."

The following schools have begun the Olweus program:

- Sterling Elementary School with Charlotte-Mecklenburg School District in Charlotte, N.C.
- Buffalo Elementary and Sims Middle School with Union County School District in Union County, S.C.
- Cotton Belt Elementary, Harold C. Johnson Elementary, Hickory Grove/Sharon Elementary, Hunter Street Elementary, Jefferson Elementary and York Intermediate School with York 1 School District in York, S.C.
- Bennettsville Primary and Bennettsville Intermediate School with Marlboro County School District in Bennettsville, S.C.
- Blenheim Elementary/Middle School with Marlboro County School District in Blenheim, S.C.
- McColl Elementary/Middle School with Marlboro County School District in McColl, S.C.
- Wallace Elementary/Middle School with Marlboro County School District in Wallace, S.C.
- Chester Park School for the Arts with Chester County School District in Chester, S.C.

Jake Mitchell, Winthrop University alumni and director of bands, was selected as teacher of the year for Northwest Middle School in the Greenville County School District, Greenville, SC. Mr. Mitchell stated, "I am quite honored to have received the nomination at my school and I will do my very best to represent my colleagues and our students. Winthrop University provided me with all the necessary tools to help me be recognized as the teacher of the year. The skills I learned in my undergraduate study, both in the Department of Music and the Richard W. Riley College of Education, have allowed me and my students to experience success in multiple facets. My professors taught me the importance of creating a classroom environment that is comfortable, engaging, and conducive to learning. I owe a great deal of my students' success to the mentors and teachers who assisted me so during my undergraduate course of study. I firmly believe that my success is directly related to the success of the students I mentor and teach."



Jake Mitchell

## Corps of Mentors

**T**he Network of Leaders for Equity, Achievement, and Development (NetLEAD) is a five-year, grant-funded program by the Department of Educational Leadership at Winthrop University and sponsored through the Federal Department of Education's Office of Innovation and Improvement. The goal of the grant is to establish a network that connects clusters of rural, high-need school districts, Winthrop University, and other educational agencies to provide collaborative and ongoing professional development and curriculum reform. The Corps of Mentors director and five mentors, all recently retired principals, were hired and trained to support new and existing school leaders within its partnering rural, high-need school districts.

For the past three years, NetLEAD mentors have traveled to 11 districts in South Carolina to provide support and individualized attention for school principals in putting systems and actions in place to improve teaching and learning. To accomplish this, mentors:

- Maintain honest and open communication designed specifically around the needs of the principals and the school, resulting in honest dialogue about practice and professional growth;
- Facilitate ongoing professional learning communities, including monthly opportunities for principals to learn from mentor research, interact with colleagues to problem solve, and share their schools' challenges and successes; and
- Share strategic research and resources, as principals collaborate to plan yearly goals.

# CLINICAL

## Clinical Coaches: Supporting and Retaining Mentor Teachers

**M**entor teachers provide continuous support for pre-service and beginning teachers. From preparation to practice, effective mentor teachers invest extensive time and tireless efforts in assisting in the professional growth and success of novice teachers. How do we support and retain our mentor teachers? Through the implementation of a clinical coach model in our partnership districts, mentor teachers have an additional level of support and a direct connection to expertise in curriculum, coaching, and adult learning.

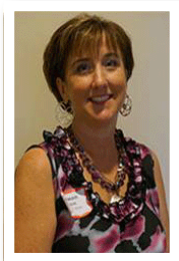
The clinical coach is a mentor teacher who is nominated and selected to foster not only the development of future educators, but of other mentor teachers. The clinical coach is a classroom teacher who serves as a model for colleagues and is a leader in supporting and retaining teachers. The selected mentor teachers make a commitment to serve for two years as a clinical coach in the Partnership Network. These teacher leaders encompass the idea of an "open classroom" to model co-planning/teaching, pre/post observation conferences, classroom management strategies, and reflective conversations. Requests can be made to a clinical coach to target an area of focus for the beginning teacher. Clinical coaches not only mentor teachers within their own schools but they provide extensive support and assistance to schools in the Partnership Network. They tailor their assistance and support to meet the needs of the mentor teachers in different districts, grade spans, and content areas.

Through engagement with the Winthrop University teacher preparation program, clinical coaches provide input and feedback on curriculum processes (with a special focus on field and clinical experiences), future mentor training, dissemination of best practices and co-teaching initiatives. Clinical coaches are a valuable resource to our mentor teachers and are essential to the future success of supporting and retaining mentor teachers.

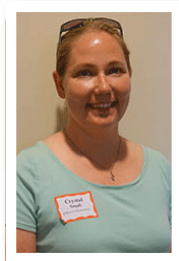
Connect to our clinical coaches by visiting: [www.tinyurl.com/ns9hz6n](http://www.tinyurl.com/ns9hz6n).



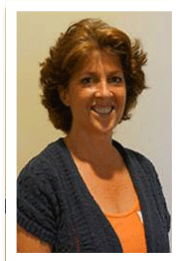
Ashlee Threatt



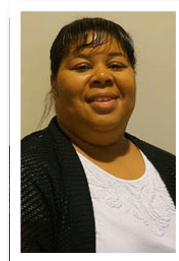
Carman Austin



Crystal Small



Karen Weston



LaPonya Burris



Lisa Creighton

## Getting Ready for the Job Market

**W**inthrop's year-long internship provides several experiences to help ensure our teacher candidates' success in securing a job after graduation. At the beginning of Internship II, a resume writing workshop is provided by Winthrop's Center for Career and Civic Engagement. Candidates are advised of the components of a well-written resume and provided individual feedback on their resumes. Successful Tips for Job Hunting is a seminar that emphasizes effective interviewing techniques and includes a panel of educational leadership faculty and school district human resource directors. Candidates learn first-hand what to expect during an interview and what qualities districts are looking for in teachers. Mock interviews are conducted in conjunction with Winthrop's educational leadership program. Candidates participate in individual interviews conducted by principal interns and receive vital, constructive feedback. These interviews are also valuable for principal candidates as they practice interviewing techniques for future use. Finally, an Educational Career Fair is held on the Winthrop campus where candidates network with numerous school district representatives from across the state and begin the first exciting step in the actual interviewing process.

*The panel discussion was very beneficial. It allowed the school districts an opportunity to express the qualities we are looking for in potential employees. Winthrop University continues to produce some of the best teachers in South Carolina and the Cherokee County School District looks forward to continuing our partnership in education.*

Carl A. Carpenter, II, director of human resources, Cherokee County School District

*I found this semester's sessions, the resume writing, the panel of human resource directors and the mock interviews to be truly enriching. I believe that this process was presented in a way that scaffolded my learning and prepared me for the upcoming career fair in a way that I could not have achieved on my own. I appreciate the support we were given during this time and I know that all the effort will lead to positive results.*

Alexis Moore, teacher candidate, elementary education

*This was a thrill for me because I saw and heard how helpful it was for the students. It's an experience that I believe is unique to the Winthrop program, but one that I wish I had when I was getting my degree. It is one of the best ways I have seen to equip our future teachers for the next step in their career journey.*

Shannon Hamilton, Charlotte Mecklenburg Schools and principal candidate with the educational leadership program

# RESULTS

## Partnership Network Conference

On Tuesday, June 11, 2013, the Winthrop University-School Partnership Network hosted its Fourth Annual Partnership Conference for Educational Renewal with the theme "Weaving a Common Thread: Success in Common Core and Beyond." We asked conference participants what they gained from the experience and what actions they have taken as a result of the conference. Many reported that they have already integrated new technology they picked up in the concurrent sessions. Using material provided by Finley Road Elementary School's Carrie Gaffney in her session "Integrating iPads in the Elementary Classroom" and Sugar Creek Elementary School's Ashlee Threath in her session "Improving Student Behavior Through the Use of the ClassDojo Online Behavior Management Tool," Stephanie Barber, school liaison at Great Falls Elementary School, tells how teachers have begun using more technology like iPad apps, ClassDojo, and Edmodo at her school. Also learning from their partnership peers, York Middle School's Teresa LaValle and Alma Elementary School's Roxanne Wilkins (among others) have found the iPad and website resources useful in their classrooms.



*Winthrop University-School Partnership Network's fourth annual partnership conference attendees travel along Scholars Walk.*

In addition to technology tips, many conference participants have readily adapted skills gained from co-teaching sessions like "Co-Teaching that Works" led by India Hook Elementary School's Carman Austin and Megan Benson. According to Clinton Elementary School's Rosemary Young and Alma Elementary School's Whitney Brazitis, they have spent the fall practicing co-teaching strategies with their Winthrop University interns. Others have also picked up ways to involve their interns in the classroom, with Winthrop Faculty in Residence at Hunter Street Elementary School, Linda Pickett, describing how the professional development school has "expanded on the strategies we use to involve year-long interns in school-wide activities. We are also developing ways to involve junior methods students." Additionally, university and school faculty have made gains with new strategies like math and reader response journaling, project-based learning and Daily 5, as well as ideas for engaging and motivating students and inspiring higher-level thinking in the classroom.

While many have already implemented some new methods and tools in their schools and classrooms, others have exciting plans to put into practice the knowledge gained from their colleagues. South Middle School's liaison, Liz Baker, plans to "familiarize the faculty of the New Education Core for Teacher Preparation" to ensure a successful collaboration between mentors and interns in the future. Clinton Elementary School's liaison, Shirnetha Stinson, reports that her "colleagues have discussed implementing Reading A to Z in several classrooms."



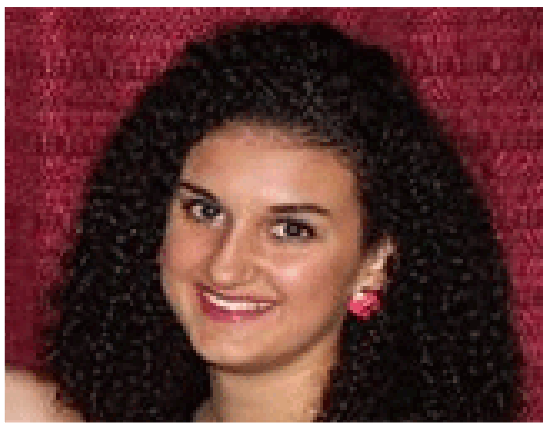
*Caroline Everington*

Caroline Everington, associate dean and professor of special education, has been made a Fellow of the American Association for Intellectual Disabilities (AAIDD) for her leadership and scholarship in the field of intellectual disabilities over the past 25 years. She will receive this honor at the AAIDD national conference in June. At present, Everington is the president of the Legal Process and Advocacy Division of AAIDD. Her primary area of research has been criminal justice issues for defendants with intellectual disabilities. Her scholarly contributions include research and publications in the area of competence to stand trial and confessions. Among her publications is the Competence Assessment for Standing Trial for Defendants with Intellectual Disabilities (CAST-MR), which has been the primary competency assessment for this population for the last 20 years. She has been a leader in the forensic field in advocating for appropriate assessment of intellectual disabilities in death penalty cases, serving as an expert witness and authoring guidelines. Everington's publications in this area were cited in the U.S. Supreme Court opinion in *Atkins v. Virginia* 2002, the landmark case banning the death penalty for defendants with intellectual disabilities. She is a member of APA and AAIDD Committees on the Death Penalty for Intellectual Disabilities. She is a chapter author in the forthcoming AAIDD manual, *Determining Intellectual Disabilities in the Courts: Focus on Capital Cases*. In March 2014, Everington is giving an invited presentation at William and Mary School of Law, the proceedings of which will be published in the *Journal of the Bill of Rights Law*.



# INTERNATIONAL

## Study Abroad: Thailand



**S**awatdeeka! (Hello!) My name is Alex Pinto, and I'm a sophomore middle level education major. Last semester, I spent three and a half months in Thailand for the semester of a lifetime. I didn't know anyone, but I love to travel and wanted to get outside of my comfort zone. I'm so glad that I did because Southeast Asia is mesmerizing. I was surrounded by a diverse group of people that, like me, loved adventure. I lived in international housing and spent my weekends traveling through Thailand and nearby countries learning about other cultures, meeting new people, and experiencing life in a new way. I backpacked in Northern Vietnam alone for a week, trekking through Sapa and cruising through Halong Bay, two of the most gorgeous places I've ever visited. I saw Angkor Wat at sunrise and visited the Killing Fields and Genocide Museum in Cambodia. I spent five currencies in a week and learned that overnight buses and trains meant maximizing my weekend trips and saving money. I spent a day with rescued elephants, ATVed through Chiang Mai's countryside in Northern Thailand, took a cooking class, was scammed while crossing the border into Cambodia, hiked a 7-tiered waterfall, rode a motorbike, and learned to speak some Thai. I learned much more outside of the classroom than inside. I proved to myself that I can go anywhere and adapt. I don't need to be able to speak the language, nor do I need to know anyone. This semester changed my life. It changed how I view the world and helped me grow as an individual. I'm now a vegetarian and am trying to recycle more and buy less. I think about Thailand everyday. I miss the street vendors, gorgeous beaches, beautiful smiles, and can't wait until I get the opportunity to go back.

- Alex Pinto, Middle Level Education

## Education in a Global Society: Online Learning in Ukraine

**I**n Oct. 2013, Marshall Jones, professor and director of graduate studies, flew to Kyiv, Ukraine to conduct a workshop on online learning in higher education. He was invited by International Research & Exchanges Board (IREX), a non-profit organization, to conduct a workshop for university administrators from Armenia, Belarus, Georgia, Ukraine, and Russia. These administrators were part of the University Administration Support Program, a program funded primarily by the Carnegie Corporation of New York and intended to provide university administrators from around the world with an exchange opportunity to work at universities in the U.S.

Jones traveled to Kyiv to provide a workshop on Massive Online Open Courses (MOOCs) and Open Educational Resources (OERs) and the impact they might have on higher education. The day-long workshop provided the administrators an opportunity to gain historical perspective, delve into current issues regarding online learning, and develop plans for implementing online learning projects at their universities. A dean from a university in Siberia was particularly interested in how MOOCs could help connect students in remote locations with campus. Materials from the workshop and information on MOOCs and OERs can be found at: <http://oertools.weebly.com>.

According to Jones, "Working with colleagues from Eurasia was an enjoyable and powerful experience. There was professional and personal collegiality between fellows from multiple countries to be sure, but there were tensions as well. I was in Kyiv during the political lead up to the turmoil that would soon follow. Activists were visible throughout the city promoting a proposed partnership with the European Union and a break from economic ties with Russia. I toured the square where the protests would turn violent and deadly, and the churches that would ultimately be used as field hospitals by Ukrainians protesting a government they saw as corrupt and oppressive. At the moment, there is a great amount of tension in Ukraine and throughout Eurasia. My experience working in Ukraine gives me great hope for the future. And, yes, education, face-to-face and online, may be the key to the future."



*Independence Square in Kyiv*



*Taras Shevchenko National University of Kyiv*