



The transformation of an educator ...

LTET & CCT Synthesis
Capstone
Jane Alwis
UMass Boston Spring 2017

*“The purpose of learning is growth,
and our minds, unlike our bodies,
can continue growing as long as
we live.”*

Mortimer Adler.



Governing question:

What issues engage me as an educator and how has the LTET program at UMass helped to move me toward addressing these issues?



"providing students with knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education within traditional and non-traditional roles and settings, from a social justice perspective and by embedding reflection within their practice"

LTET Program of Studies with a Focus on Critical and Creative Thinking.

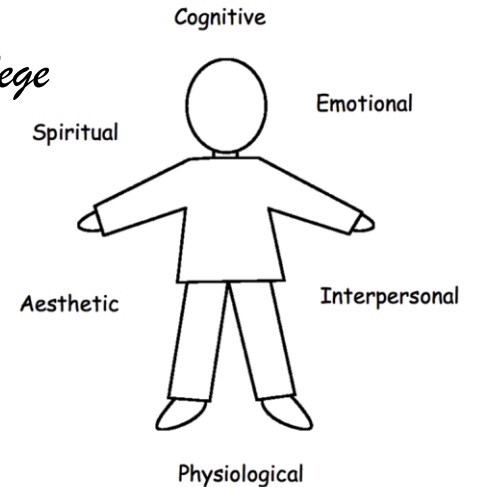
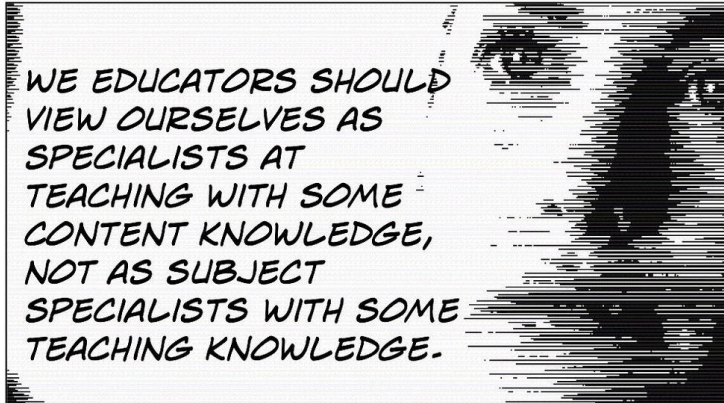
- Spring 2014
- Summer 2014
- Fall 2014
- Spring 2015
- Summer 2015
- Fall 2015
- Fall 2015
- Spring 2016
- Summer 2016
- Fall 2016
- Spring 2017
- CRCRTH 618 Collaboration and Organizational Change
- EDCG 648 New Literacies
- CRCRTH 601 Critical Thinking
- CRCRTH 693 Action Research for Change
- CRCRTH 627 Issues in Anti Racist and Multi cultural Education
- EDCG 689 Teacher Research
- CRCRTH 692 Research and Engagement Process
- CRCRTH 649L Scientific and Political Change
- CRCRTH 612 Seminar in Creativity
- HMSG 635 Cultural Competency
- CRCRTH 694 Synthesis Theory & Practice Seminar



*Seymour Secondary
College*

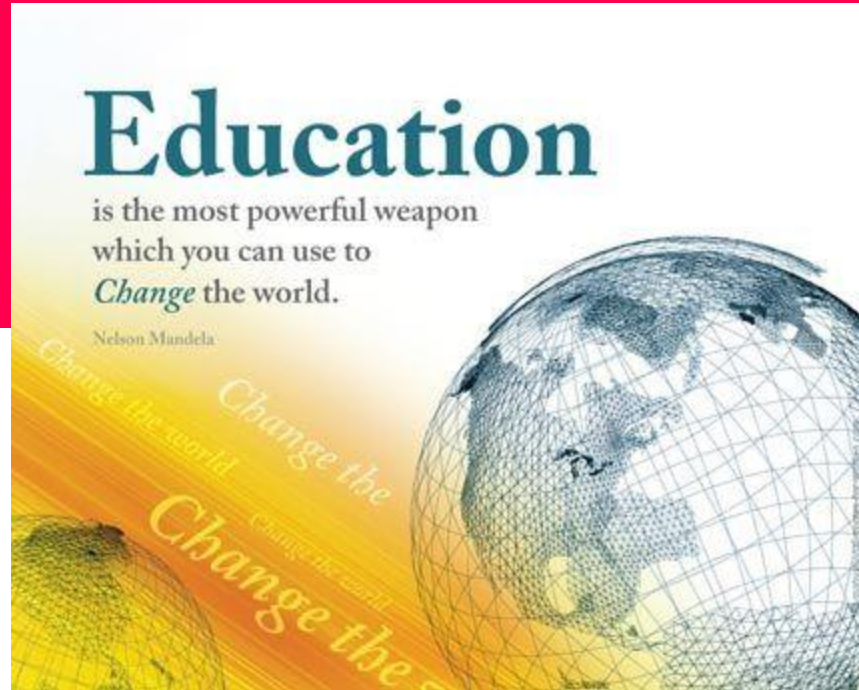


*Whittlesea
Secondary College*



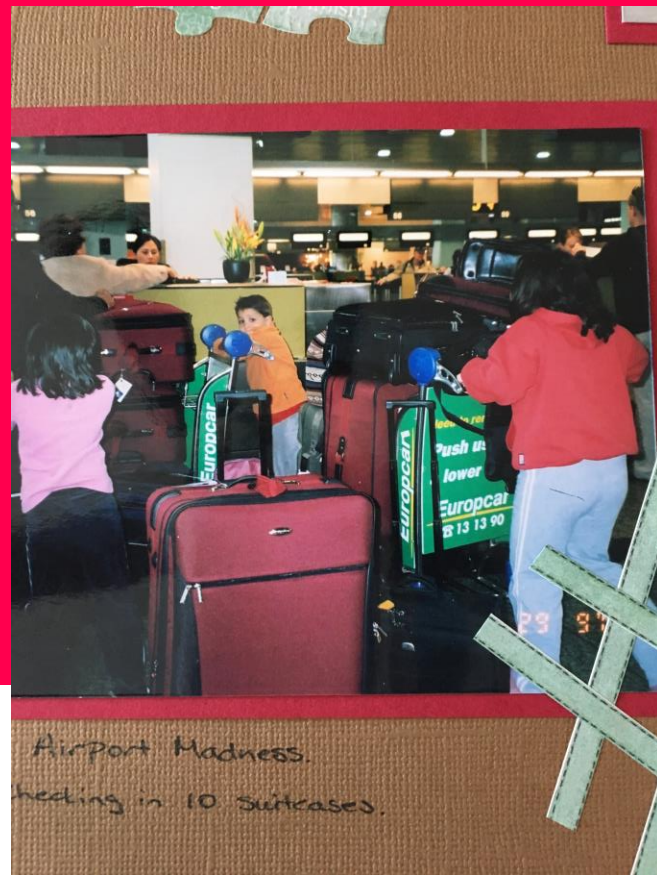


**Application
of my new
LTET
learning.**



**Why do I feel like I
need to change the
world?**

Coming to America.



Airport Madness.
Heading in 10 suitcases.



Math Problem.

In a traditional limited overs cricket match. Play is interrupted exactly half-way through the first innings.
How many balls have been bowled?

1,542,199

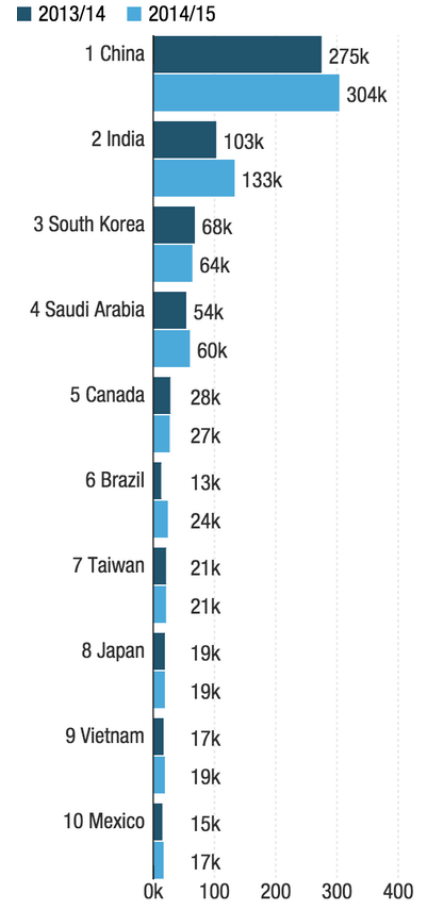
The number of international students studying in the United States last year.

The Student and Exchange Visitor Program (SEVP), a program within the U.S. Immigration and Customs Enforcement (ICE)

International Students In America



International Students: Countries of Origin



International Student Orientation.

INTERNATIONAL STUDENT ORIENTATION DAY AT



JANUARY 29TH, 2014 AT 1PM
1293 BROADWAY, NEW YORK, NY 10001



Presentation conducted by George Trahanis, *international student advisor*

YOU HAVE QUESTIONS, WE HAVE ANSWERS:

How can I transfer to ASA?
How can I change my status to student visa status?
How can I apply for a Scholarship?
How can I help a family member to study in the USA?



LEARN ABOUT ASA COLLEGE:

INTENSIVE ENGLISH PROGRAM
EXCITING ACADEMIC PROGRAMS
GREAT STUDENT SERVICES
WINNING ATHLETIC TEAMS

BILINGUAL ADMISSION STAFF AVAILABLE: **SPANISH, RUSSIAN, CHINESE, HAITIAN, AND OTHER**
FOR MORE INFO. CALL: 212-672-6450

WWW.ASA.EDU



File Home Insert Design Transitions Animations Slide Show Review View Developer PDF

Normal Slide Sorter Notes Page Reading View Slide Master Handout Master Notes Master Ruler Griddlines Guides Zoom Fit to Window Zoom Color Grayscale Black and White New Window Arrange All Cascade Move Split Window Switch Windows Macros

1 "David doesn't look me in the eye." Teaching students with Culturally Diverse Backgrounds

2 Objectives: This session will be focused on creating an awareness of culture diversity when teaching a class including students from a number of ethnic backgrounds.

3 Activity: on the paper provided write down at least 5 LABELS that define WHO you are.

4 What is Culture? Culture is the way we DO, BELIEVE, and THINK things.

5 The Isotopic Concept of Culture

6 Teaching Students With Diverse Cultural Backgrounds

7

8 Why is knowing our students cultural backgrounds important?

9 What are the issues?

10 Acculturative Stress.

11 Language Barriers.

12

13

14 What level of English is spoken?

15 Cultural Misunderstandings.

16 Lack of social/emotional support.

17 Unfamiliarity with classroom procedures and expectations.

18 Lack of regional knowledge/ presumed content background.

19 Your Role As A Teacher.

20 Classroom Strategies.

21

22 The Theory Behind It All.

File Home Insert Design Transitions Animations Slide Show Review View Developer PDF

Normal Slide Sorter Notes Page Reading View Slide Master Handout Master Notes Master

Presentation Views Master Views Show

Ruler Gridlines Guides

Zoom Fit to Window


Color Grayscale Black and White

New Window Arrange All Cascade Move Split Window

Switch Windows

Macros

OR REALLY? COULD WE TALK ABOUT IT AT ORIENTATION?



TELL ME MORE OF YOUR AMAZING IDEAS FOR FIXING INTERNATIONAL STUDENTS.

1 ☆

WHY ARE WE GOING OVER THIS AGAIN? DON'T WE JUST DO THIS?

But even the easiest for international students involves the relevant advice from abroad and across the various and sometimes conflicting cultural and national students. To read and participate in the globalized world of business and education, we need to understand and respect the differences in the way we do things. For what this understanding means is not necessarily much else. Although I would like to see some of the more obvious differences, such as the differences in the way we do things, it is not necessarily the most critical factor in the way we do things. It is the differences in the way we do things that are the most critical factor in the way we do things. It is the differences in the way we do things that are the most critical factor in the way we do things. It is the differences in the way we do things that are the most critical factor in the way we do things.

Lee Berkley - Redefining International Student Orientation, June 18th - 21st, November 21, 2012

2 ☆

CHOOSE THE BEST ANSWER.

A - enjoy
B - pick
C - buy
D - visit

3 ☆


True - green False - pink

4 ☆

5 ☆


6 ☆

CULTURE SHOCK



7 ☆

The Iceberg Concept of Culture



8 ☆

CULTURAL MISUNDERSTANDINGS.

9 ☆


WHAT LEVEL OF ENGLISH IS SPOKEN?

10 ☆

CLASSROOM STRATEGIES


Learn names and learn to pronounce them correctly.
Use simple, uncluttered language.
Watch your language; jargon, idioms, slang, humor.
Provide information in both written and verbal form.
Be specific regarding expectations.
Use examples from students home regions in.

New addition to the club offerings at RRS



30

"ONLY WHEN I STOP JUDGING CAN I START DISCOVERING".



31

An opportunity to branch out and an unexpected outcome.

Expected

How to write a research proposal and conduct action research.

Research with regard to International students

Unexpected

Certificate in Critical and Creative Thinking.

Research with regard to pedagogy and space.

Being asked to contribute to a publication.



The ideal classroom versus the reality.

But ideal for whom?



Collaborative and experiential learning.



DIALOGUE AROUND WRITTEN WORK

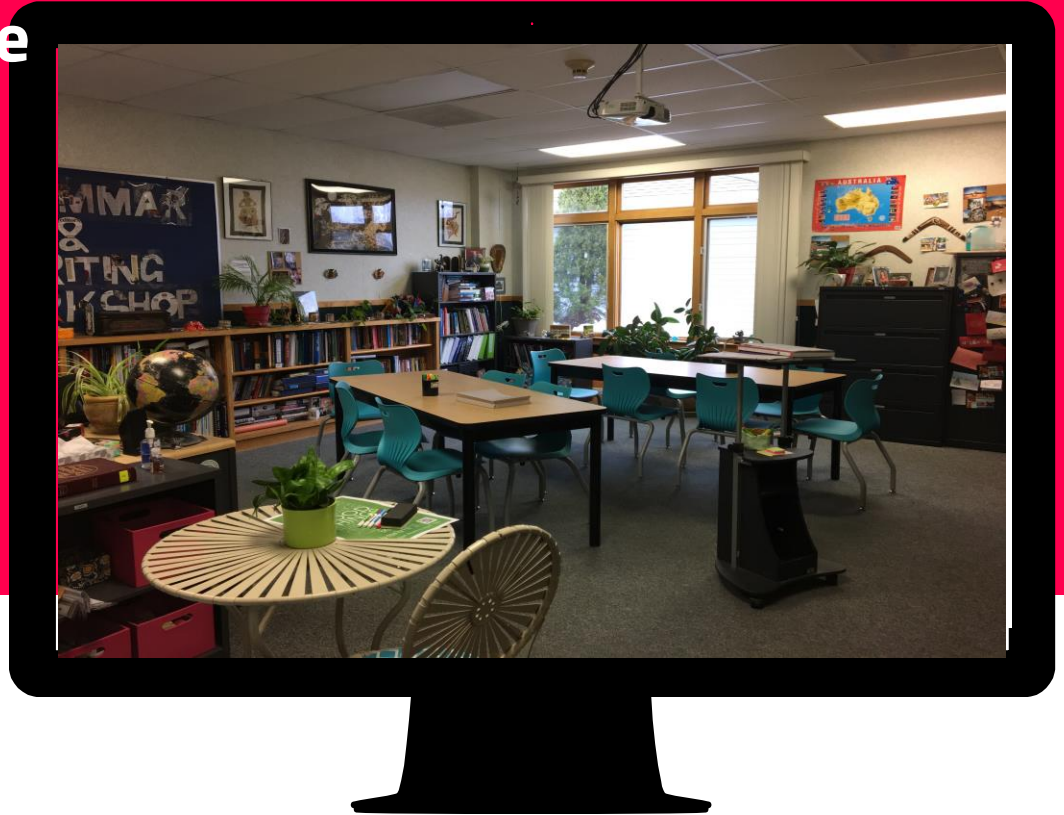
Sharing your writing with a peer should not be about whether all the punctuation is in the right place, or if the spelling is correct. These are tasks that the author should be able to utilize tools to assist them doing independently. Rather, sharing writing should initiate a dialogue about the content of the writing.

1. What is the author trying to tell me?
2. Does the author have a logical progression of ideas? (Do their ideas follow logically one to another?)
3. Are these ideas supported by evidence?
4. Am I finding myself agreeing with the author's point of view?
5. What could the author do to make this paper more convincing?

Comments should not be considered a list of things to change; instead, ask yourself, "Based on the feedback, what do I know about the way that readers are understanding what I am doing? How does this help me to clarify my ideas even further? What might I do to revise so that I am most effectively articulating my thinking on this content?"

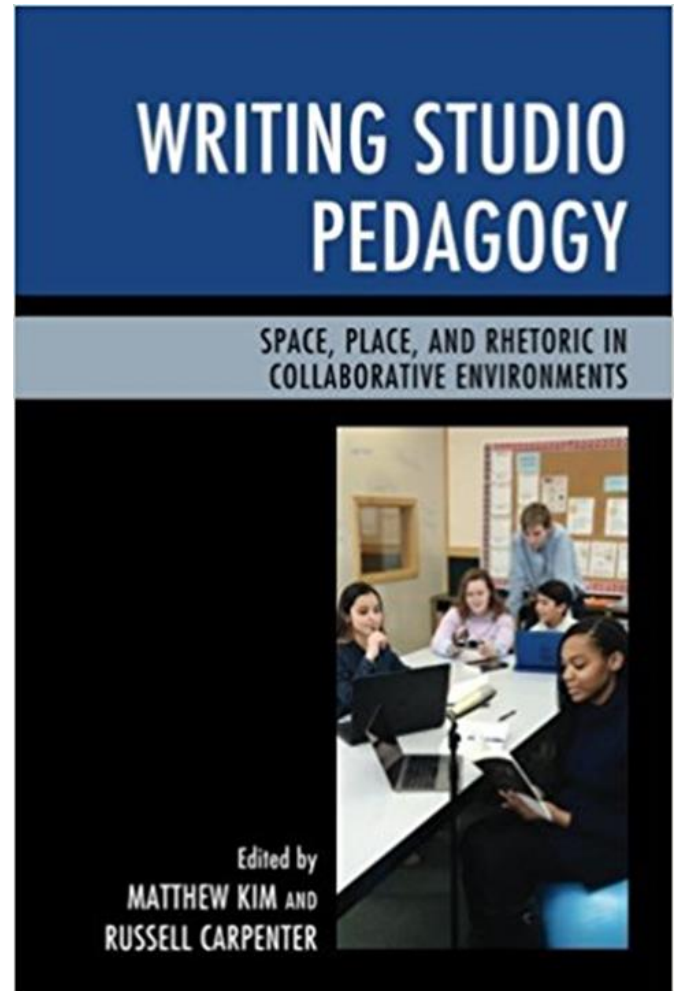
Acknowledging the importance of space in the classroom.

My classroom now as a result of researching studio spaces. Gone are my traditional rows of grey or beige student desks.



Chapter 4.

Keeping History Alive:
Integrating Writing
Studio Pedagogy into
the History
Classroom.



| Where do I go
from here?

