

## PARTICIPANT BIOGRAPHIES AND INQUIRY PROJECT DESCRIPTIONS 2017-2018

### INTERNATIONAL TEACHERS (18 total)

International teachers participating in the Fulbright Distinguished Awards in Teaching Program will be based at Indiana University, Bloomington from August 8 to December 8, 2017.

### FINLAND (2)

#### Emilia Heimonen

#### Finland to USA

**Home Institution:** Nummen yhtenäiskoulu  
**Home:** Hämeenlinna, Finland  
**Teaching Area:** English, Swedish  
**Years of Teaching Experience:** 7 years  
**Education:** Master's Degree in English Philology



**Teacher Profile:** Emilia Heimonen is a secondary school English teacher from Nummen yhtenäiskoulu/Nummi Comprehensive School in Hämeenlinna, Finland. She has worked at the same school for seven years now, teaching English, Swedish and Finnish as a Second Language. In addition to teaching, she is the coordinator of a teacher training exchange program between her school and VIA University College in Denmark, and has worked as a mentor for Erasmus + assistant language teachers at her school for several years. Emilia is a certified Restorative Mediator as well as a certified school visitor on gender and sexual diversity in schools. Between August and December 2017, Emilia will be participating in the Fulbright Distinguished Awards in Teaching Program at Indiana University, Bloomington, Indiana.

**Project Title:** Inclusion of Ethnic and Sexual Minorities in the American Classroom

**Project Overview:** With her inquiry project, Emilia wants to find out how well and through what methods ethnic and sexual minority groups are taken into account in the American classroom. To reach a conclusion, she plans to observe lessons as well as examine classrooms, school buildings, and teaching material to see how ethnic and sexual minority groups are presented, or possibly left out, in the USA. Time permitting, she would also like to conduct some teacher interviews to find out about attitudes and methods used, as well as some student interviews to find out if students feel included or not and why. Emilia would like to visit as many levels of schools as possible in order to gain as broad a picture on her research topic as possible. Emilia feels passionate about minority rights and hopes that her inquiry project will help teachers to find ideas for more diverse activities suitable for foreign language teaching.

Upon return to Finland, she is also planning to create a toolbox of exercises for including more types of students in the classroom than just one, thus granting more visibility to different minority groups. Emilia's topic is current in Finland where the new curriculum emphasizes the importance of for example multiculturalism, internationality and acceptance of different people.

## Sanna Leinonen

## Finland to USA

**Home Institution:** Ylöjärvi Upper Secondary

**Home:** Kaskinen, Finland

**Teaching Area:** English, Special Education

**Years of Teaching Experience:** 24 years

**Education:** Master's Degree in English Philology



**Teacher Profile:** Sanna Leinonen is an English and special education teacher in Ylöjärvi Upper Secondary School in Finland. She has a long career, over 20 years, as an EFL and entrepreneurship teacher and institutional coach. From August to December 2017 Sanna will be based at Indiana State University in Bloomington, Indiana, as part of the Fulbright Distinguished Awards in Teaching Program. As part of the program, Sanna will study what kind of collaborative studying methods are used in schools and how teacher collaboration is conducted. How teachers work together and how this collaboration shows in schools.

**Project Title:** Collaborative teaching and learning in high school – how to change the focus from teaching to learning

**Project Overview:** Her inquiry project has at least three purposes. Her primary goal is to understand and develop methods which enhance the collaboration at school. How can different collaborative methods be used with the students? How do the teachers work together? She also wants to broaden her knowledge about collaborative methods, about the US school system and the society. Thirdly she truly hopes that by doing this project she will find new teaching methods to share with other teachers in her region as examples of a purposeful use of collaborative methods. During the semester she will observe lessons of various subjects, interview teachers about the collaborative methods applied in American schools, and collect practical strategies that could be used when changing the focus from teaching to learning. After returning to Finland she shares her experiences with her colleagues and as a lecturer and coach she also works with teachers in other schools.

## INDIA (3)

### **Etishree**

### **India to USA**

**Home Institution:** Maharaja Sawai Bhawani Singh School

**Home:** Jaipur, India

**Teaching Area:** Guidance Counselor

**Years of Teaching Experience:** 8 years

**Education:** Master's in Education, Psychology of Personality, Adjustment



**Teacher Profile:** Etishree is a School Counselor at Maharaja Sawai Bhawani Singh School, Jaipur, India. In seven years of experience, she has received 'Life Empowerment Award for Outstanding Achievement in School Counseling', 'Life Empowerment Award for Exemplary Achievement in Inclusive Education in Schools', CBSE National Level Award for Inclusion and various certificates for motivating students to explore new ways and enhance their skills and knowledge. From August to December 2017, Etishree will travel to Indiana as part of the Fulbright Distinguished Award in Teaching Program. She will study the best practices in school counseling and the role of counselor in inclusive schools. She is determined to improve upon local counseling facilities and design effective counseling program for schools in India.

**Project Title:** The Counseling Process and the Role of a School Counselor in an Inclusive School

**Project Overview:** The study is designed to identify and examine best practices in school counseling. The project intends to gain insight about the infrastructural facilities required, comprehensive counseling process, associated protocols and ethical issues involved in school counseling. Other objective is to understand the role of school counselor, develop structural interventions programs and learning to create a social support system for children. Etishree will have an opportunity to meet organization officials, counseling and inclusion cell and faculty members of schools. She will prepare a report and a presentation that outlines the details of the project outcomes and assess their relevance to Indian settings. When she returns to India, she will work to improve the counseling practices of her home school and share her experiences and learning with other professionals to enhance the counseling services in each school.

## **Rathnakaran Kozhukkunnon Othayoth**

**India to USA**

**Home Institution:** Jawahar Navodaya Vidyalaya

**Home:** Mahe, India

**Teaching Area:** Mathematics

**Years of Teaching Experience:** 27 years

**Education:** Doctorate in Education



**Teacher Profile:** Dr. Rathnakaran Kozhukkunnon Othayoth is the Principal of Jawahar Navodaya Vidyalaya, Mahe, a co-educational residential school of Government of India mandated to nurture the rural talent. He is a Post Graduate in Mathematics and Education and has a Ph.D. in Education. He has been teaching mathematics for secondary students for twenty seven years. Dr. Rathnakaran is selected for the Fulbright Distinguished Awards in Teaching Program in the United States, with a placement at the School of Education at Indiana University, Bloomington from August to December 2017. His passion is in exploring innovative practices in education by using Information and Communication Technology and developed many computer programs for teaching mathematics.

**Project Title:** Information and Communication Technology in learning Mathematics with open sources software

**Project Overview:** Dr. Rathnakaran will study about the best practices of integrating Information and Communication Technology (ICT) in learning mathematics in India and the US with a focus on using open sources software. The project will provide suggestions which will be helpful to make learning more effective, creative and practical. This project will enable him to work in the US along with teachers of other countries and help him to think globally and work locally with an international perspective. Through this project Dr. Rathnakaran will Identify and compare ICT tools adopted in India and the US in teaching mathematics, interact with the students, teachers, parents, school administrators and local community regarding integration of ICT and different ways and means to make teaching effective. Quality of education can be improved very effectively by using ICT. In India, the availability of required hardware and uninterrupted internet connectivity is a major concern. The government is trying its level best to provide those facilities to the students of rural schools. Dr. Rathnakaran would like to know how US have very systematically established those facilities. He will take classes for secondary students in Mathematics, preferably in Geometry by using open source software and discuss real life mathematics problems which could be solved using ICT. He also will make a video film on teaching mathematics in the US using ICT.

## **Balakrishnan Venkataraman**

## **India to USA**

**Home Institution:** Alpha to Omega Learning Centre

**Home:** Chennai, India

**Teaching Area:** Fine and Performing Arts

**Years of Teaching Experience:** 16 years

**Education:** Master's in Dramatic Arts



**Teacher Profile:** V. Balakrishnan is an alumnus of National School of Drama, New Delhi with a Post-Graduate Diploma in Acting. He was born in Delhi, but has been living in Chennai for the past 22 years. He has been teaching drama in Alpha to Omega Learning Centre for the past 16 years. He is being hosted by University of Indiana, Bloomington, USA from August to December 2017 to conduct his inquiry project titled - Theatre: Necessities and Application – Role Play for Liberation.

**Project Title:** Theatre: Necessities and Application – Role Play for Liberation

**Project Overview:** The implementation of the project starts with an in-depth reading into mythology and how it defines the culturally specific society. Balakrishnan would like to compare the most constantly occurring mythical conflicts around the world, and delineate the base human emotions and strife they address. He wishes to create an Id – Ego – Superego chart for the same and juxtapose it on the characters that appear in myths. He plans to interact with resource persons and take courses within the Applied Dramatic Arts department, an area that lies unexplored in India. In practice, he would like to use the Mahabharatha because of his knowledge and relationship to it. He has broadly charted a 5 sessions module of 1.5 to 2 hours each. The idea will be to use the 1st with participants to introduce them to the epic through the graphic version of Amar Chitra Katha. They will then recreate the comic frames in groups. The 2nd and 3rd will be utilized to choose a character from the epic, and write a monologue. He will also teach the participants to experiment with different costume styles. For the purpose of this inquiry project, the presentations will be up to 8 minutes long. Balakrishnan plans to rehearse them for two additional sessions. He would like to work with people who have been historically marginalized in society, including those with gender identity issues.



## ISRAEL (2)

### **Adina Noga Katriel**

### **Israel to USA**

**Home Institution:** Ulpena Neve Sara Herzog

**Home:** Binyamina, Israel

**Teaching Area:** Art, Film Studies

**Years of Teaching Experience:** 8 years

**Education:** Master's Degree in Film Studies-Production and Directing



**Teacher Profile:** Adina Noga Katriel is a film teacher in high-school. She has been teaching film for over 8 years. This year is her second-year teaching at Ulpena Neve-Sara Herzog, which is in Bney Brak, Isarel. Her students come from a variety of cultures and through the art of film Adina teaches them to develop and acquire tools for life. Like her students, Adina was first introduced to film in high school where she fell in love with the subject. Her final film in high school won second prize at the national film competition for high school students. In August of 2017 Adina will travel to Indiana to take part in the Fulbright Distinguished Awards in Teaching Program. She plans to embrace this experience by exploring the empowerment of students through the study of film.

**Project Title:** Empowering Self-esteem in Students through Film Studies

**Project Overview:** Many students struggle through school. They may have social difficulties, financial difficulties or learning disabilities. Some students may simply feel like they don't fit in. For these reasons and more, many students have a low self-esteem. Adina plans to learn how film studies improve the way the students view themselves in school and in their daily lives. In order to do this, Adina will conduct qualitative research by observing different teachers who teach the art of film to students from different backgrounds. In addition, she will choose a small number of students with whom she plans to create a special film project. Throughout every stage of the project, Adina will ask the students to give feedback on their feelings about themselves, their friends, and their studies in general. She will ask the teachers to give their feedback as well in order to understand the best and most efficient way to reach the students. Through all these experiences, Adina wants to build a practical teaching method that will allow teachers around the world to educate their students to excel through the art of film.

## Ornit Maimon

## Israel to USA

**Home Institution:** Ort Hazor Haglilit

**Home:** Hukuk, Israel

**Teaching Area:** Mathematics, Science, Special Education

**Years of Teaching Experience:** 7 years

**Education:** Doctorate in Geophysics



**Teacher Profile:** Ornit Maimon is a youth at risk home class teacher and a mathematics teacher at Hatzor Haglilit High School in Israel. Ornit made her PhD in Geophysics at the Hebrew university, Israel and become a teacher at the Teach for All program, Israel. Ornit also is a geology lecture at Thel Hai College in Israel. Ornit is a school teacher for five years, but a University lecture and teaching assistance for 12 years. Ornit is the Direct of Excellence in her Scholl. She is also a member at “Moona – Space for Change” company that develops new education program for teaching Mathematics and Sciences by Escape rooms. From August 2017 to December 2017, Ornit will participate the Fulbright teachers program in Indiana University, Indiana, USA.

**Project Title:** Mathematics and Sciences in a personal Cultural Context

**Project Overview:** The main goal of my project is to explore students to math and science by connect them to their own past and culture. Mainly Arabic and east culture. I want to explore the way of teaching math and science. To find a way to let my students investigate it from there roots. Let them present the knowledge of their ancient. Let them be proud of their culture. Let them studying math and science in new way, interesting one. Let them tell their families and community what a great science their old generation made. Explore their researcher to other school all over Israel, and hopefully all over the world. Additionally, the past is the key to the future. This knowledge can serve them in the future as young sciences.

## MEXICO (2)

### Juan Pablo Penagos García

### Mexico to USA

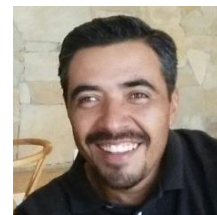
**Home Institution:** EMSaD 293

**Home:** Tuxtla Gutiérrez, Mexico

**Teaching Area:** Spanish

**Years of Teaching Experience:** 11 years

**Education:** Bachelor's Degree in Licenciatura en la Enseñanza del Inglés



**Teacher Profile:** Pablo Penagos is from México and works for Colegio de Bachilleres de Chiapas (COBACH). He will conduct his inquiry project at Indiana University, Bloomington, USA from August 2017 to December 2017. He has been teaching Lengua Adicional al Español (English) for nine years. He participated as instructor in 2013 for other teachers in Colegio de Bachilleres de Chiapas, México.

**Project Title:** Communicative Strategies in Young Indigenous learners at Educacion Media Superior 293

**Project Overview:** Pablo will study the Communicative Strategies learners of other languages (Spanish) use when they interact orally. He will observe what communicative strategies (CSs) they use. Some important questions are: Which are the communicative strategies that young students learners of English use in their English oral production? Are the communicative strategies used in their L1 (Spanish) the same used in the target language? What are those communicative strategies that they use the most, the least, and those that don't use at all? Upon his return to México, Pablo will use his findings to enhance his school's functions curriculum.



## Luz Yasu Torres Juárez

## Mexico to USA

**Home Institution:** Xochitla

**Home:** Mexico City, Mexico

**Teaching Area:** All Subjects

**Years of Teaching Experience:** 6 years

**Education:** Bachelor's Degree in Communications Sciences



**Teacher Profile:** Luz Yasú Torres Juárez has taught since 2011. She works in Xochitla Preschool in Mexico City, Mexico. Her teaching professional area focuses on early education with children between 3 and 6 years old. She has collaborated as mentor to trainee teachers and as coordinator of the National Reading Program in her school. Also she has worked as assistant teacher in bachelor courses at Mexico's National University. She will attend Indiana University as part of the Fulbright Distinguished Awards in Teaching Program from August to December 2017 where she will research successful teaching practices related with emotional self-regulation and conflict's resolution.

**Project Title:** Learning to learn together: developing emotional self-regulation and conflict resolution skills

**Project Overview:** This project explores best practices on how to develop emotional self-regulation and conflict resolution skills. The main focus will be to understand how all the school factors are determinant in that process. The questions to answer are: What is the process that leads students to the development of emotional self-regulation and conflict resolution skills? What can the teacher do to create a classroom environment that contributes to emotional self-regulation and conflict resolution skills? How can schools involve student's context in the development of emotional self-regulation and conflict resolution skills? The final goal is to get a better understanding on how schools can contribute to the development of emotional self-regulation and conflict resolution skills. This knowledge will be materialized in a hand book with orientations for teachers and a didactic project proposal to be applied with students and their families.

## MOROCCO (3)

### Yassine Abdellaoui

### Morocco to USA

**Home Institution:** Allal Tazi High School

**Home:** Kénitra, Morocco

**Teaching Area:** English

**Years of Teaching Experience:** 9 years

**Education:** Master's Degree in Studies in the English Language and Culture



**Teacher Profile:** Yassine Abdellaoui is a secondary school teacher at Allal Tazi High School in Allal Tazi, Kenitra, Morocco. He has been a teacher of English for seven years. He has a master's degree in "Studies in the English Language and Culture". He has participated in many workshops in his community aiming at students' personal development, national baccalaureate exam preparation, and effective teaching and learning practices. Yassine's main interest is the use of ICT to enhance the quality of teaching and learning languages among students in his area. Yassine will travel to Bloomington IN, USA from August to December to participate in the Fulbright Distinguished Awards in Teaching Program.

**Project Title:** Deepening cross-cultural understanding between American and Moroccan students through effective dialogue

**Project Overview:** Yassine wants to explore the educational system in the US and discover the best practices to integrate local and foreign cultural aspects in the school curriculum. He plans to interview both teachers and students and observe classes as well as make short videos that will be used as a complement to the English textbooks used in his school. Yassine wants to discover ways to make his students global citizens by bringing them vivid experiences from students they can relate to. His main goal is to bridge the gap between the American and Moroccan culture by addressing the different stereotypes that might exist in both sides. He also wants to explore the different approaches he can use to make his project successful. Another field he wants to explore more is ICT and how he can best use it to realize his goal. By the end of this program, Yassine hopes he will have collected enough data and materials that will help him add up to and enrich the textbooks used in his high school and make them more interactive culturally. Using the videos and data collected, Yassine plans to organize workshops/presentations in his school and community to share his experience and help students be more open and tolerant.

## **Abdelkrim Benqdad**

## **Morocco to USA**

**Home Institution:** Abderrahmane Annacer

**Home:** Kénitra, Morocco

**Teaching Area:** English

**Years of Teaching Experience:** 19 years

**Education:** Bachelor's Degree in English Language and Literature



**Teacher Profile:** Abdelkrim Benqdad is a teacher of English, currently serving in Abderrahman Annacer high school in Kenitra city, Morocco. Abdelkrim's experience includes teaching teen students well as coordinating the English program- Access - and teaching underserved teens for over than five years Improving their linguistic background in addition to enhancing their skills and talents. He has been teaching for eighteen years and has accumulated experience in working with English learners with different backgrounds and diverse aspirations. He will be in in Indiana, USA from August to December 2017 with the Fulbright Distinguished Awards in Teaching Program, exploring ways of promoting cross-cultural understanding ,and creating higher students engagement through extracurricular activities in clubs.

**Project Title:** Promoting cross-cultural understanding: engaging students in cultural activities in a school club

**Project Overview:** Abdelkrim's project is aimed at promoting universal values such as tolerance. The creation of the cultural club in his school will be a chance for students to gain deeper and improved understanding of other cultures, develop a sense of appreciation through recognising differences as powerful tools of mutual dialog and respect. With this as a cornerstone in the club project, the club will also encourage debates, celebration of international days, book discussion, video conferences with American students..etc. To concretise this project, Abdelkrim will seize the opportunity of being a a DAT grantee to observe and learn how school clubs are formed and efficiently managed, how they successfully organise events rewarding the school population. Visiting schools, leraning about their way of conducting activities, discussing and seeking help from professionals will be but a few steps towards this end. The final produc twill be a booklet or mini research into successful club practices. Upon returning to his home country, Abdelkrim will in coordination with the school administration and colleagues announce the launching of the cultural club (ACC) after preparing flyers, posters and announcement in social media. The club will have a youtube channel and a facebook page to promote activities and invite suggestions of youth.

## **Youssef Sahyouf**

## **Morocco to USA**

**Home Institution:** Tah Hussin High School

**Home:** Kénitra, Morocco

**Teaching Area:** English

**Years of Teaching Experience:** 12 years

**Education:** Bachelor's Degree in English Literature



**Teacher Profile:** Youssef Sahyouf is an English language teacher at high school in Kenitra, Morocco. Youssef has been teaching English from beginning to advanced levels in various contexts for more than twelve years. Youssef will participate in the Fulbright Distinguished Award for Teaching Program from August to December 2017 at the School of Education at Indiana University, Bloomington, Indiana. Youssef will investigate the importance of extracurriculars in fostering cross cultural awareness and empowering students to become global citizens.

**Project Title:** Strategies of Fostering Cross Cultural Awareness through Extra Curricular Activities in High Schools

**Project Overview:** The rationale behind Youssef's project is to reach underserved populations of young students who are vulnerable to extremism and alienation, and therefore, are in dire need for cross cultural empowerment in a world where misunderstandings, misconceptions and stereotypes prevail. His project will primarily focus on researching the literature related to the importance of cross cultural awareness and an extensive and methodical reading of articles, reports and guidelines supporting the implementation of cross cultural understanding through extracurriculars. The next step is empirical and will be based on attending classroom activities and cultural events, conversing with teachers and administrators, completing questionnaires, viewing and recording demo activities, compiling and analyzing data. Backing up academic achievement with social and cultural competencies is crucial for students' professional and social levels. Working towards these goals, Youssef will be conducting workshops and giving presentations both locally and nationally to share ideas and experiences with his colleagues upon his return to his home country.

## NEW ZEALAND (2)

### Keith Dobson

### New Zealand to USA

**Home Institution:** Awatapu College

**Home:** Palmerston North, New Zealand

**Teaching Area:** Art (Photography, Design)

**Years of Teaching Experience:** 24 years

**Education:** Post-Grad Diploma in Educational Admin & Leadership



**Teacher Profile:** Keith Dobson is a Photography and Design teacher at Awatapu College in Palmerston North, New Zealand. A teacher for 24 years, Keith has been Head of the Visual Arts for 15 years and a Head of House (Dean) for the last three. In 2011, he completed his Post Graduate Diploma in Educational Administration and Leadership at Massey University. Keith will be based at Indiana University in Bloomington, Indiana from August to December, 2017, as part of the Fulbright Distinguished Awards in Teaching Program. Keith will investigate the use of web based software to enhance students individualised learning programs.

**Project Title:** How can student directed learning be enhanced using technology to maximise engagement and outcomes?

**Project Overview:** Keith's inquiry will explore how student directed learning can be enhanced using technology, maximising engagement and outcomes. It is his goal to develop individualised meaningful programs for students that draw from a variety of subject areas. Focusing on American models such as Project Based Learning, he will investigate how software apps and web based platforms are being used. The Inquiry will explore what their potential is, to monitor and engage students learning effectively catering for each student's needs, especially those with barriers to learning. Observations and teacher interviews will question successes and challenges faced when using different web based approaches and software apps. It is Keith's intention to create a Tool Kit of current practices and to create possible ideas for future software development. He will use his findings to further develop his current practice where he is already exploring online options, explore subject structures within his school and share his findings with teachers in the wider area. Findings could also be published online in order to get a wider audience.



## **Karen Douglas**

## **New Zealand to USA**

**Home Institution:** Botany Downs Secondary College

**Home:** Auckland, New Zealand

**Teaching Area:** History, Social Studies

**Years of Teaching Experience:** 22 years

**Education:** Master's Degree in History



**Teacher Profile:** Karen Douglas is the Head of History at Botany Downs Secondary College, in Auckland, New Zealand. She also teaches Social Studies at the junior level. Karen has been teaching for 22 years and is very interested in further education and new learning opportunities. Alongside two Masters Degrees in History, she has recently completed a course in digital and collaborative learning at the Mindlab in Auckland. She is also a frequent traveller. As a part of the Fulbright Distinguished Awards in Teaching Programme Karen will be attending Indiana University in Bloomington, Indiana from August to December 2017. She is keen to speak to lecturers and teachers in the local area to see how they improve literacy skills in senior students, and whether digital learning can have an impact.

**Project Title:** Using Digital and Collaborative Learning to improve Student Literacy

**Project Overview:** Karen's proposal is to base an inquiry on the use of e-learning to improve student literacy, with a special focus on the subject of History. As a History teacher, she is very concerned with the literacy levels that students come into the classroom with. She is keen to mix the digital and collaborative Learning she learnt about on the Mindlab Digital course with more traditional methods to improve literacy levels. Since literacy is of immense importance in teaching she wants to find ways that will engage senior students and allow them to access the Resources used in History in particular, but will also allow the junior students to improve their literacy; mixing digital e-learning alongside traditional teaching methods. The final format would be a report that focuses on blended e-learning activities for the students. Her intention is to help provide teachers with more focused activities within Social Studies and History courses to improve students' literacy. Karen would be interested in observing teachers with classes and speaking to educators about literacy concerns, and activities they use to overcome those concerns. She is interested in finding out whether educators find e-learning a useful tool in the classroom, or whether traditional methods are preferred, or a mixture of both. The NZ Ministry of Education has made Literacy and Digital Skills a priority over the last few years and she would like to become a future focused 'expert' in this field. She intends to share with teachers through the Community of Learning, History Teachers Associations and other teaching groups.



## SINGAPORE (3)

### Edwin Chew Tec Heng

### Singapore to USA

**Home Institution:** Serangoon Garden Secondary School

**Home:** Singapore

**Teaching Area:** Social Studies, Geography

**Years of Teaching Experience:** 20 years

**Education:** Master's Degree in Geographical Education



**Teacher Profile:** Chew Tec Heng Edwin is a Lead Teacher from Serangoon Garden Secondary School, Singapore. He will undertake his Fulbright program placement at the University of Indiana from August to December 2017. His professional area of practice involves the teaching of Humanities, including Social Studies and his own subject specialism of Geography. He has taught in a number of schools with student populations from low income and marginalized communities for over 20 years, during which he has received several awards, including the Long Service Award and the President's Award for Teachers. As a Teacher-Leader, he is also involved in Initial Teacher Training programs within his schools and in conjunction with the National Institute of Education, Singapore.

**Project Title:** Language Matters: Re-designing an Inclusive Approach to Geography Fieldwork

**Project Overview:** To design an intervention supporting non-native English speakers that promotes inclusion, enjoyment and successful learning outcomes for all. This includes a fresh look at resources, such as new technologies to explore assessment activities as well as learning strategies, including use of mother-tongue, group discussion and scaffolded writing tasks to ensure that success in Geography is underscored by an understanding and grasp of the subject, in addition to English language skills. It is intended that:

- Students will be able to make an active and valuable contribution as participants on geography fieldtrips.
- They will be able to make full reports on what they see, do and learn outside the classroom Their contribution will not be compromised by any difficulties in English proficiency, particularly writing skills with the support of teacher-led literacy interventions
- Successful learning outcomes will raise student self-esteem and increase levels of participation and achievement

The project is highly transferable; it can be used to support fieldwork by other Geography teachers. Equally, it can be developed by teachers to support other areas of the curriculum. Implementation will consist of meetings and conferences with teaching colleagues in the Recipient's own and other cluster schools to discuss the Project, its recommendations and to create new collaborative partnerships between teachers who want to try out these techniques for themselves.

These findings may benefit policymakers, educators, and teacher educators in the Recipient's country as they work to construct programs and policies for preparing and maintaining a skilled workforce. Understanding how teachers can adapt their practice to support students from minority language groups and communities in successfully navigating a largely bilingual education system, benefits us all.

## **Rebecca Chui Lin Kong**

**Singapore to USA**

**Home Institution:** Yishun Town Secondary

**Home:** Singapore

**Teaching Area:** Science

**Years of Teaching Experience:** 16 years

**Education:** Post-Grad Diploma in Education



**Teacher Profile:** Rebecca Kong Chui Lin teaches at Yishun Town Secondary School in Singapore. Having taught Chemistry for 16 years, she is the Head of Department for Science as well as the Dean of Academic Studies in her school. As Dean of Academic Studies, she works closely with the various Heads of Department in her school to drive curriculum and assessment. She will be going to Indiana University Bloomington, United States, from August to December 2017. As a curriculum leader, she continuously keeps abreast of current educational trends. In 2010, she attended the 5th Sheila Schwartz Family International Leading Science Teachers' Seminar at the Davidson Institute of Science in Rehovot, Israel. She looks forward to the rich learning during her Fulbright stint.

**Project Title:** Fostering Critical Thinking Skills in Science Education through the use of Visible Thinking Strategies

**Project Overview:** There has been a strong emphasis on Inquiry based learning in the teaching of Science in Singapore. This pedagogical approach requires students to develop critical thinking skills. To help students learn thinking skills, teachers need to design the curriculum and provide an environment where thinking skills can be learned and practiced. However, fostering critical thinking requires the thinking to be made visible. Effective thinkers make their thinking visible by externalising their thoughts through writing, speaking or drawing. She wants to study how schools in the US use or infuse these thinking routines in the teaching of their science curriculum and the challenges they face. She also wants to learn more about the mentoring support and professional development provided for teachers as they weave visible thinking into their Science curriculum especially for new and beginning teachers. Through observation of lessons and interviews with educators, she hopes to gain insights into how the infusion of Visible Thinking strategies can better develop students' critical thinking skills in the context of the Singapore Science curriculum. After the programme, in collaboration with the Master Teachers and curriculum officers, she will be developing lesson packages for teachers teaching Science using the Inquiry approach and mentoring teachers in the use of visible thinking strategies in their classrooms.

## Angelynna Lim

## Singapore to USA

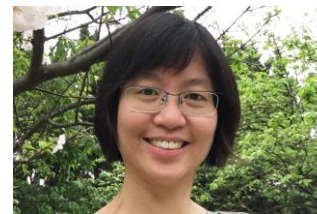
**Home Institution:** Punggol Green Primary School

**Home:** Bedok Walk, Singapore

**Teaching Area:** Mathematics, Social Studies

**Years of Teaching Experience:** 11 years

**Education:** Post-Grad Diploma in Education



**Teacher Profile:** Angelynna Lim is Head of Department (Mathematics) at Punggol Green Primary School, Singapore. She has been teaching for 10 years and has spearheaded the implementation of Holistic Assessment practices in two primary schools. From August to December 2017, Angelynna will travel to Indiana, USA to study at Indiana University, Bloomington as part of the Fulbright Distinguished Awards in Teaching Program. Being an advocate of Assessment for Learning (AfL) within the Mathematics classroom, Angelynna is deeply passionate about making students' thinking visible in order to facilitate deeper understanding. As part of the program, Angelynna will study how U.S. teachers promote reasoning and communication in the Mathematics classroom to develop and deepen students' conceptual understanding.

**Project Title:** Making reasoning and communication visible and part of the Primary Mathematics equation

**Project Overview:** The primary goal of Angelynna's inquiry project is to study U.S. Mathematics teachers' practices to find out how reasoning and communication is being promoted in their classrooms. Angelynna will observe Mathematics classrooms in multiple grade levels and ability groups to find out how students' thinking is being documented in order to deepen and extend learning. She will also engage in professional dialogues with teachers to learn about the tools and strategies which teachers use to develop visible thinking and to better understand the challenges which they may face in promoting reasoning and communication in the elementary Mathematics classrooms. As a culmination of her observations and findings, coupled with her knowledge of the Singapore Mathematics curriculum and syllabus focus, Angelynna seeks to draw a parallel between the U.S. and Singapore teaching practices, with the aim to provide a resource customised for Primary School teachers in Singapore to promote visible thinking in the Mathematics classroom. The resource, mainly targeted at the mid Primary levels, will provide experiential knowledge and possibilities of how reasoning and communication can be seamlessly integrated as part and parcel of the teaching and learning process for Mathematics. She plans to trial the resource within her school for further refinements before sharing it at the cluster level with teachers from other schools.

## TAIWAN (1)

### **Nien-Ching (Michelle) Chuang**

### **Taiwan to USA**

**Home Institution:** National Pei-men Agricultural

**Home:** Tainan City, Taiwan

**Teaching Area:** English

**Years of Teaching Experience:** 8 years

**Education:** Doctorate in Educational administration and evaluation



**Teacher Profile:** Michelle is a secondary level English teacher at Pei-men high school in Southern Taiwan. She has worked as a teacher and administrative leader in Tainan and Taipei. She has been interested in the issue of teachers' and students' well-beings through the practice of teachers' professional learning communities. She is involved in doing action research where she tries to discover how to raise lower-achievers' motivation in class. In the fall semester of 2017, Michelle will travel to Indiana, USA to study at Indiana University (IU), Bloomington as part of the Fulbright Awards in Teaching Program. During the program, she will research and observe how US teachers motivate and help low-achievers through their collegial network.

**Project Title:** Enhance student learning motivation through teacher professional learning communities

**Project Overview:** Project Overview: One of the biggest challenges that Michelle encounters is students' lack of motivation in language classes. Students feel frustrated in learning, and do not visualize the value of learning the language. It is also hard for teachers to motivate their students, and connect the curriculum to the students' interests. Meanwhile, many teachers in her school work in isolation. Teachers in such suburban areas have to handle the stress alone. Therefore, the project will aim to explore the ways of how to motivate students to take ownership of their learning through the practice of teachers' Professional Learning Communities. The inquiry project has two main goals. First, look into how teachers work in collegiality in US schools. Building a teachers' Professional Learning Community is beneficial for teachers to share their ideas and produce professional dialogues. It may lower teachers' burden and improve their job satisfaction. While teachers work collaboratively and shift focus on teaching difficulties, teachers would feel supported, and during the professional dialogues, many of them make some changes to their pedagogies. Second, students are expected to enhance their learning motivation by employing different assessment and curriculum design, such as implementing portfolio assessment which encourage students to take back their ownership of learning, and infuse elements, such as service learning, to make them feel meaningful in learning.