

SUNY Buffalo State
School of Education

International Professional
Development Schools
Consortium (IPDS)

OVERVIEW

The School of Education currently supports active International Professional Development Schools (IPDS) teach and study abroad programs in six countries – **Chile, China, Dominican Republic, Germany, Italy, Zambia.**

The SOE is in the process of collaborating with colleagues across campus to develop an additional four programs – **England, Italy (student teaching), Malaysia, Rwanda.**

All told the SOE is or will be engaging students in overseas exploration, research, and teaching on five continents – **Africa, Asia, Europe, North America, South America.**

PURPOSE

Each of our programs has distinct components and objectives; however, the overall purpose of all remains the same – **to give teacher candidates opportunities to globalize their understanding and experience of education, including the education of language learners, through international study and travel.**

Teacher candidates work directly with teachers and students in schools within their host country; many also interact with members of a partner university site to learn about education in that target country. Teacher candidates participate in a service-learning project, conduct comparative research, and reflect through online blogs to document their learning.

The IPDS experience is unique compared to other study away programs available through International Education in the following ways:

- 1) IPDS programs are organized to meet the scheduling needs of *teacher candidates*.
 - a) Teacher candidates do not have to delay completion of their coursework and field experiences.
 - b) Travel is completed between semesters – during the summer months or in January.
 - c) Travel is completed within 2-3 weeks, rather than requiring students to be gone for months.
 - d) Program structure opens experience to candidates who have work and/or family obligations.
- 2) IPDS programs are designed to enhance the professional development of *teacher candidates*.
 - a) Facilitators collaborate with higher education and primary/secondary schools to provide teacher candidates opportunities for exploring diverse educational models through presentations about education systems and networking with teachers and teacher candidates in the host country.
 - b) Facilitators form partnerships with at least one primary/secondary school in the host country.
 - c) Participants observe and volunteer in public and private schools in the host country.
 - d) Participants develop research skills including identifying a research question, gathering and analyzing data, and presenting the findings in oral, visual, and written form.
 - e) Participants develop strong relationships with teachers and students from the host country.
 - f) Participants engage in teaching practices different from what they experience in the U.S.
 - g) Participants share teaching models and methods learned through Buffalo State.
- 3) IPDS programs extend the personal learning and growth of *teacher candidates*.
 - a) Participants often become second-language learners themselves, developing empathy, pedagogical skills, and language skills in the target language.
 - b) Participants practice reflection through blogs to improve practice and culture competence.
 - c) Participants develop a stronger sense of confidence, adaptability, maturity, and leadership skills.
- 4) IPDS programs are arranged to engage *teacher candidates* in the lives of students and families of those who they perceive as different from themselves.
 - a) Participants live, work, and/or dine with local families.

- b) Participants participate in communities where English is not the primary language.
 - c) Participants often volunteer and teach in neighborhoods immersed in poverty.
- 5) IPDS extends the global and cross-cultural learning opportunities of *faculty and staff*.
- a) Buffalo State welcomes international colleagues to campus and WNY for 2-3 weeks each year.
 - b) Program leaders coordinate and network with international partners.
 - c) Program leaders facilitate teaching and service learning activities in international schools.
 - d) Program leaders provide teacher candidates ongoing, personal mentorship and leadership before, during, and after travel.

FUTURE STEPS & CURRENT CHALLENGES

IPDS program leaders work directly with host country partners to design all aspects of the experience abroad including travel, lodging, excursions, meals, teaching, and volunteer activities. Our goal is to develop high quality, safe, enjoyable, mind- and spirit-opening programs that stimulate valuable relationship building opportunities and professional and personal development, and that are as cost effective and fiscally reasonable as possible.

Program leaders work hard to keep costs low, yet funding remains our number one obstacle to high levels of participation from candidates who wish to go.

Overhead fees for the International Education office result in an extra \$750 charge. Participants are responsible for much of the expenses incurred by the IPDS faculty and staff who are directing them on campus and abroad. Participants can expect to have a portion of the leaders' teaching salary, fringe benefits, travel expenses, and per diem allocations included in their program fees. Costs vary by country, but generally our IPDS students pay approximately \$200-\$500 each to cover the leaders' expenses (total is divided equally among participants).

Buffalo State students are *not* wealthy and experience tells us that every dollar matters to our IPDS participants. Already our applicant numbers are shrinking – this is partially due to the increase in program options and reduction in student enrollment, but also to the rising financial expectations placed on our students. Every program leader can share stories of students who have shown an interest only to turn away because of the expected cost, and of active participants expressing anxiety over how they will manage the fees.

The School of Education Office of the Dean, along with the departments of Elementary Education & Reading and Exceptional Education have collaborated in an effort to offset student costs. Traditionally the unit directly provides \$2000 per program leader and reimburses each participating student \$500-\$600 per trip. Students are also encouraged to apply for funding and scholarships through the Undergraduate Research Office, the Graduate Student Association, and the Volunteer and Service Learning Center. A few students have even been successful at gathering support through individual fundraising efforts (e.g basket auctions, benefits, selling dinners, offering for-donation fitness classes, direct requests of family and friends, etc).

Funding from the unit is tenuous and dependent on the annual budget and outside donations. Our concern is that the School of Education's IPDS programs will soon perish if steady financial support for expenses for International Education and program leaders is not generated from sources other than the participants themselves.

The IPDS committee is seeking ways to address our concerns. A few IPDS leaders have invited secondary teacher education and other non-education students to participate. The group is discussing the benefits and challenges of opening IPDS programs to students from other SUNY campuses in order to increase participation, and thus lower fees when more students share the program expenses. We have articulated our needs to the SOE major gifts officer, who has made IPDS a focus of his appeals to potential donors, and we are striving to increase IPDS visibility and interest through cohesive marketing online and in print.

UNIQUE ASPECTS OF EACH PROGRAM

Chile

- Build Spanish language skills and explore language learning through Spanish language immersion course
- Engage with Chilean families through homestays
- Connect with Chilean teacher candidates through university partner, Universidad Mayor
- Welcome Universidad Mayor faculty and teacher candidates to Buffalo State each spring
- *First IPDS program established for SOE*

China

- Teach English as a second language in local elementary classrooms
- Complete graduate and undergraduate research projects
- Participate in exchange activities with elementary teachers, graduate students, and university professors

Dominican Republic

- Build Spanish language skills and explore language learning through Spanish language immersion course
- Engage with Dominican and Haitian families through daily home visits to host families
- Participate in teach and service activities in a private Montessori program for children birth to 6 years

Germany

- Engage with German families through homestays with German teacher hosts
- Teach daily in German classrooms of host teachers
- Welcome Institute Nürtingen faculty and teachers to Buffalo State each spring

Italy

- Gain exposure to European form of education at primary and elementary level
- Teach and support Italian children in their acquisition of English
- Engage opportunities for graduate research
- Immerse in the social culture of Italian households

Italy (student teaching)

- Participate in five-week student teaching experience in Italian schools
- Engage with Italian families through homestays
- Work with partners at an International Baccalaureate (IB) Early Childhood School
- Connect with Buffalo State's Siena Program (oldest study away program within SUNY system)

Malaysia

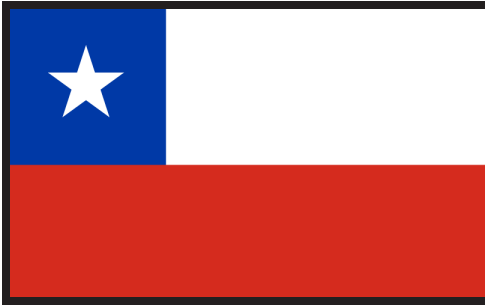
- Focus on children with disabilities
- Become involved in a national project
- Interact with undergraduates and graduates from National University of Malaysia

Rwanda

- Partner with Anne Frank Project
- Partner with Rwandans as they redesign their educational system

Zambia

- Immerse in Zambian teaching practices of mathematics, science, and social studies
- Connect with the School of Education at the University of Zambia
- Complete graduate research through collaboration with Zambia school for data collection
- Connect with Chikumbuso Orphanage



CHILE

LEADERS



Pixita del Prado Hill
Associate Professor
Elementary Education & Reading



Angela Patti
Assistant Professor
Exceptional Education

LOCATION

Santiago, Chile, South America

([view map](#)) is located in the central valley of the Republic of Chile and serves as the country's capital city. Castillian, a very distinct version of Spanish, is the national language. Also spoken are four indigenous languages and German.

PARTICIPATION

UPCOMING TRAVEL: May 23 - June 14, 2015

May/June travel for 3 weeks in host country

2015 COHORT: 8 students - 5 EXE, 2 EER, 1 CRJ - 7 ug, 1 grad

2014 COHORT: 3 students - all EER - all ug

2013 COHORT: 8 students - 5 EER, 3 EXE - 6 ug, 2 grad

2012 COHORT: 7 students - all EER - 6 ug, 1 grad

IPDS-Chile is open to all registered Buffalo State teacher education students.

Spanish language experience is not required.

COSTS

Overall program fees and personal costs estimates total:

2015 - \$5348

2014 - \$5169

2013 - \$4939

2012 - \$3992

COLLABORATION

Universidad Mayor (UM), located in Santiago, began as a college focused on the sciences and technology. Founded more than two decades ago, UM now also offers undergraduate and graduate degrees in medicine and education. UM is recognized by the Middle States Commission on Higher Education.

Escuela 25 - Benjamín Vicuña Mackenna is a preschool in Santiago that has been in existence for 115 years. Escuela 25 is a girls-only school with an enrollment of approximately 400 students led by over 30 teachers. Escuela 25 aims to integrate human beings in their personal and social dimension, making it a place for dialogue among different faiths and cultures.

ECELA Spanish Language School is a Spanish language immersion organization whose teachers focus on learning through real conversations with real people.

COMPONENTS

- Pre-travel meetings/course semester prior to travel
- Intensive Spanish language instruction at ECELA
- Home stays with Chilean families
- Study Chilean education system through interactions with UM English Pedagogy teacher candidates and faculty
- Participate in the Global Book Hour
- Field experiences in Escuela 25
- Reflections through individual, public [blogs](#)

HOSTING

Universidad Mayor teacher candidates and faculty travel to Buffalo each spring semester.

PAST VISITS: Jan/Feb 2014, Feb/Mar 2013

UPCOMING: February 1-21, 2015 (6 students, 1 faculty)

- Buffalo State education methods classes
- Campus teacher candidates and faculty interactions
- Field experience at #76 Herman Badillo Bilingual Academy



CHINA

LEADER



Jing Zhang
Assistant Professor
Elementary Education & Reading

LOCATION

Harbin, China, Asia
([view map](#)) is the capital and largest city of Heilongjiang province, People's Republic of China. Harbin is the eighth most populous Chinese city and the most populous city in Northeast China. Chinese is the national language.

PARTICIPATION

UPCOMING TRAVEL: May/June 2016
May/June travel for 3 weeks in host country

2014 COHORT: 1 student - *EER graduate*
2016 COHORT: recruiting

IPDS-China is open to all registered Buffalo State teacher education students.
Chinese language experience is not required.

COSTS

Overall program fees and personal costs estimates total:

2016 - \$5000 (approximate)

COLLABORATION

Harbin Normal University (HNU) is an international school located in Harbin that has enrolled students from over 20 countries. HNU was founded in 1946 and houses 16 colleges and 46 academic majors. It is the center of teacher training on Chinese International Promotion in Heilongjiang Province.

Harbin Normal University Elementary School is a public school (Grade 1 to 6) that includes 99 classrooms with over 5000 students across three campus. It is one of the top five High Academic Achievement elementary schools in the province.

COMPONENTS

- Pre-travel meetings semester prior to travel
- Observations in Chinese public school(s)
- Discussions with Chinese educators and students
- Comparative research study
- Cultural excursions in Beijing and Harbin
- Reflections through individual, public blogs.



DOMINICAN REPUBLIC

LEADERS



Tamara Horstman-Riphahn

Excutive Assistant to the Dean
School of Education



Wendy McLeish

Lecturer
Elementary Education & Reading

LOCATION

Cabarete, Dominican Republic, North America ([view map](#)) is located in the Caribbean on the island of Hispaniola, which it shares with Haiti. It is a small town on the northern coast in the province of Puerto Plata. Spanish is the national language, however Haitian Creole, French, and English are spoken.

PARTICIPATION

UPCOMING TRAVEL: January 6-23, 2015

January travel for 2 ½ weeks in host country

2015 COHORT: 9 students - 8 EER, 1 EXE - 8 ug, 1 grad

2014 COHORT: 13 students - 11 EER, 2 EXE - all ug

IPDS-Dominican Republic is open to all registered Buffalo State students within the departments of Elementary Education & Reading and Exceptional Education. Spanish language and Montessori experience is not required.

COSTS

Overall program fees and personal costs estimates total:

2015 - \$4783

2014 - \$3336

IPDS-Dominican Republic is the least expensive of all (for credit) School of Ed teach and study abroad programs.

COLLABORATION

3 Mariposas Montessori (3MM) offers a unique early childhood development program created by its children, parents and teachers (thus the '3'). The 3MM mission is to provide children of the nearby community with the critical foundation needed for educational success and a happy and healthy life. The student population is composed of children from various cultures, nationalities and socioeconomic backgrounds. 7 out of 10 students live in poverty and attend on full scholarship.

Cabarete Language Institute (CLI) provides high-quality Spanish, English and French language instruction. Experienced and certified language teachers create a dynamic, student-centered learning experience that will meet individual language goals. Held in a friendly and relaxed environment, the private and small group classes are personalized, interactive, and practical.

COMPONENTS

- Pre-travel meetings/course semester prior to travel
- Teaching and observations at 3MM
- Intensive Spanish language instruction at CLI
- Daily lunches with families from 3MM
- Lodging with entire cohort in homelike setting
- Observations in Dominican public school(s)
- Visit and tour of Mariposa Center for Girls
- Individual comparative research
- Team-building excursions (kayaking, zip lining, etc)
- Cultural excursions (coffee plantation, Santiago day trip)
- Reflections through individual, public [blogs](#)



ENGLAND

LEADERS



Kathy Wood
Associate Dean
School of Education



Amitra Wall
Professor
Sociology

COLLABORATION

under development

LOCATION

Manchester, England, Europe

([view map](#)) is located in the south-central part of North West England, within the United Kingdom. English is the country's official language.

PARTICIPATION

UPCOMING TRAVEL: May/June 2015
May/June travel for 3 weeks in host country

2015 COHORT: in planning stages

The England program will be open to all registered Buffalo State students, across academic disciplines.

COMPONENTS

under development

COSTS

Overall program fees and personal costs estimates total:

2015 - \$ being determined



GERMANY

LEADERS



Tamara Horstman-Riphahn

Excutive Assistant to the Dean
School of Education



John Carlino

German High School Teacher
Kenmore-Tonawanda District

LOCATION

Nürtingen, Germany, Europe

([view map](#)) is a small, historic, town located in the south-west of Germany near Stuttgart in the state of Baden-Württemberg, an hour from the Black Forest. German is the national language.

PARTICIPATION

UPCOMING TRAVEL: June/July 2016

July travel for 2 ½ weeks in host country

2015 COHORT: recruiting

2014 COHORT: 3 students - 2 Art, 1 EXE - 2 ug, 2 grad
3 teachers - 2 elementary, 1 retired

The Germany for Educators program is open to all registered Buffalo State and WNY teacher education students across academic disciplines, and to area PK-12 educators. German language experience is not required.

COSTS

Overall program fees and personal costs estimates total:

2015 - \$2500 (approximate)

2014 - \$2170

COLLABORATION

Staatliches Seminar für Didaktik und Lehrerbildung (GWHS) Nürtingen (Institute Nürtingen) is a teacher training institution and home to our German teacher candidates, colleagues and program facilitators. *German teacher candidates complete two phases to become certified: 1) academic curriculum mixed with practical experiences, 2) teaching at a school while completing seminars at a teaching institute.*

Pädagogische Hochschule Ludwigsburg - (PH-BW) Ludwigsburg University of Education is located in Ludwigsburg. PH-BW offers bachelor degrees through teacher education programs for primary, lower secondary, special education, as well as a masters for vocational school teaching. PH-BW maintains 75 partnerships with universities across the world, and hosts 100 foreign students each year.

COMPONENTS

- Non-credit bearing program
- Pre-travel meetings semester prior to travel
- Live with German teachers near Institute Nürtingen
- Attend seminar with German host at Institute Nürtingen
- Observations and teaching in German public schools
- German education system presentation by PH-BW faculty, students, registrar and international director
- Cultural excursions in Black Forest, Stuttgart, etc
- Reflections through individual, public [blogs](#)

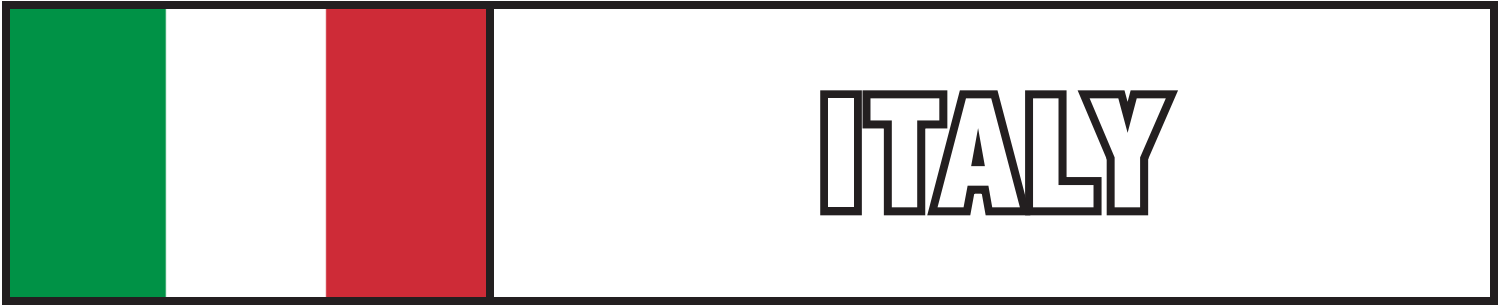
HOSTING

Institute Nürtingen teacher candidates and 2 program leaders travel to Buffalo each spring semester.

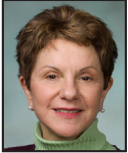
PAST VISITS: Mar 2014 (4 teachers), Mar 2013 (5 teachers)

UPCOMING: April 4-18, 2015

- Live and teach with area Pk-12 teachers
- Participate in Buffalo State classes, visit campus programs
- Observe in area schools (Montessori, public, Waldorf)
- Learn US teaching models, and process to become teacher
- Tour Buffalo, WNY, Toronto, and New York City



LEADERS



Maria Ceprano
Professor
Elementary Education & Reading



Carla di Christina Longo
Lecturer
Elementary Education & Reading

LOCATION

Torremaggiore, Italy, Europe

([view map](#)) is a small medieval town in the province of Foggia in the Apulia region of southeast Italy, situated on a hill about 20 miles from the Adriatic Sea. Italian is the national language.

PARTICIPATION

UPCOMING TRAVEL: January 4-22, 2015

January travel for 2 ½ weeks in host country

2015 COHORT: 9 students - 8 ug, 1 grad -
4 EER, 1 EXE, 2 Art Ed, 2 Business (at UB and ECC)

IPDS-Italy is open to all registered Buffalo State students within the department of Elementary Education & Reading. Italian language experience is not required.

COSTS

Overall program fees and personal costs estimates total:

2015 - \$4500

COLLABORATION

Università degli Studi di Foggia (UNIFG) -

University of Foggia, founded in 1999, has six departments with 3-year degree courses, specialist degrees, master's degree courses, and research doctorates. The campus focuses on meeting local needs, local research projects, internationalization, and cultural events.

San Giovanni Bosco Early Childhood/Childhood

public school is located in the Apulia region. Apparent in the implementation of the curriculum is school-wide unit planning and the usage of a variety of best practices supporting children's understanding of content. English is taught at all levels.

COMPONENTS

- Pre-travel meetings semester prior to travel
- Field experience at San Giovanni Bosco
- Study Italian education system through interactions with UNIFG faculty
- Cultural excursions in Torremaggiore and surrounding towns (Pompei ruins, Rome overnights, etc)
- Reflections through individual, public blogs.



ITALY - S.T.

LEADER



Patricia Recchio

Teacher Certification Officer
Teacher Certification

COLLABORATION

The International School of Siena offers an international and multicultural early childhood education for children starting at 3 years of age. It is a school in English, where students become part of a community that promotes high standards in learning. Living, playing and learning in the English language together encourages dialogue among students and teachers of different nationalities and promotes a special blend of cognitive development with a truly global perspective.

LOCATION

Siena, Italy, Europe

[\(view map\)](#) is an historic city in the province of Tuscany, Italy. Italian is the national language.

PARTICIPATION

UPCOMING TRAVEL: 2016

5 weeks in host country

2016 COHORT: in planning stages

Italy-Student Teaching is open to all registered Buffalo State teacher education students. Italian language experience is not required.

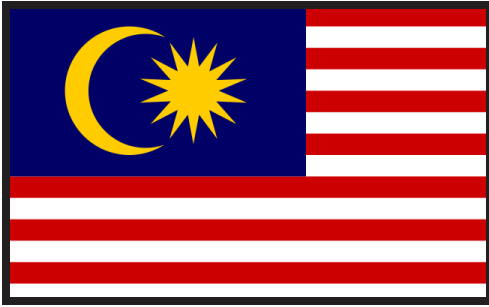
COMPONENTS

- Five-week student teaching experience
- Live with Italian host families
- Experience in International Baccalaureate (IB) Early Childhood School (International School of Siena) employing Primary Years Programme (PYP)
- Link with IB Early Childhood School within the Buffalo Public Schools (PS 99 Stanley M. Makowski Early Childhood Center) also employing PYP
- Link to SUNY Buffalo State's Siena Program
- Full cultural immersion: visits to significant Italian cities, sites, and museums

COSTS

Overall program fees and personal costs estimates total:

2015 - \$ being determined



MALAYSIA

LEADER



Jennifer Westover
Assistant Professor
Exceptional Education

LOCATION

Kuala Lumpur, Malaysia, Asia

[\(view map\)](#) is the federal capital most populous city in Malaysia. It is the 6th most visited city in the world. Bahasa Malay is the country's official language, although most people speak English, a compulsory school subject.

PARTICIPATION

UPCOMING TRAVEL: July 2015

July travel for 2 weeks in host country

2015 COHORT: recruiting

IPDS-Malaysia is open to all registered Buffalo State teacher education students who are interested in working with students with disabilities.

COSTS

Overall program fees and personal costs estimates total:

2015 - \$ being determined

COLLABORATION

Universiti Kebangsaan Malaysia -

National University of Malaysia (UKM) is one of five research universities in Malaysia. It is a public university located in Bangi, Selangor, which is about 35 km south of the capital city of Kuala Lumpur. There are 17,500 undergraduate and 5,100 postgraduate students at UKM. Faculty of Education at UKM have developed two lab schools for students with disabilities, a school for students with Autism and a school for students with Cerebral Palsy. These schools are involved in the development of curriculum and research based practices for this population of students, who are often denied access to public schools.

Permata Kurnia Centre is a comprehensive early intervention program for students with autism that, beginning April 2015, will serve 325 students. It is a national government funded project that is hoped to lead the way for access to education for Malaysian students with autism.

COMPONENTS

- Pre-travel meetings semester prior to travel
- Direct hands on experiences with students with significant disabilities at UKM and Permata Kurnia
- Involvement in a national project at Permata Kurnia Centre
- Interactions with UKM undergraduates and graduates
- Explore curriculum development, instructional delivery and issues of social justice



RWANDA

LEADERS



Drew Kahn
Professor
Theater



SOE Faculty Member
to be determined

LOCATION

Kigali, Rwanda, Africa

([view map](#)) is a sovereign state in central-east Africa. Rwandans are of three ethnic groups: Hutu, Tutsi, and Twa. It is the site of the 1994 Rwanda Genocide, targeting Tutsi and politically moderate Hutu community members. Kinyarwanda, French, and English are the country's official languages.

PARTICIPATION

UPCOMING TRAVEL: Dec 30-Jan 17, 2015

2015 COHORT: 7 students - 6 Theatre, 1 English Ed

The Rwanda program is open to educators, students, administrators and professionals from related disciplines (e.g. social work or conflict mediation). In particular, faculty members interested in leading their own Rwanda delegation are encouraged to apply.

COSTS

Overall program fees and personal costs estimates total:

2015 - \$3800

This program is coordinated by the
[Global Engagement Institute](#)

INTRODUCTION

Storytelling is the universal vocabulary of the human race. The creation of drama uses the same process and skillset necessary to address conflict resolution, community building and the exploration of identity. While current education trends may provide knowledge of how systems operate, they do not teach tangible tools for navigating the complexities of students' lives. A drama-based curriculum offers students the vocabulary to tell their stories; thus they become advocates instead of bystanders in their lives and communities. The program uses a certified, proven and multi-disciplinary model that provides teachers with the necessary skills to improve their professional performance and enhance their students' comprehension.

COMPONENTS

- Cultural excursions
- Reflections through individual, [public blogs](#).
- Initial 2-day training in Buffalo
- 2 days of teacher training and 1 day of teacher observation per week in public schools in Rwanda's Gasabo District
- Additional time for guided processing and general experiential learning
- Participation in the Anne Frank Project's Annual Conference

Drew Kahn and the Anne Frank Project have been organizing Drama Based Education visits to Rwanda for several years. The 2015 project will include a School of Education representative (Ashley Weselak, English Education graduate student and SOE graduate assistant) to begin conversations with Rwandan representatives about Buffalo State collaborating with Rwandan teachers and leaders to develop Rwanda's school system.



ZAMBIA

LEADER



Hibajene Shandomo
Associate Professor
Elementary Education & Reading

LOCATION

Lusaka, Zambia, Africa

([view map](#)) is in the southern part of the central plateau of the landlocked Republic of Zambia. Lusaka is the country's largest city and capital. English is the official language of Lusaka, although there are 8 recognized regional languages.

PARTICIPATION

UPCOMING TRAVEL: May/June 2016

May/June travel for 3 weeks in host country

2016 COHORT: recruiting

2014 COHORT: 5 students - all EER - 3 ug, 2 grad

2013 COHORT: 15 students - all EER - 12 ug, 3 grad

2012 COHORT: 12 students - all EER - 6 ug, 6 grad

IPDS-Zambia is open to all registered Buffalo State teacher education students within the departments of Elementary Education & Reading and Exceptional Education.

COSTS

Overall program fees and personal costs estimates total:

2016 - \$ unknown

2014 - \$5155

2013 - \$4852

2012 - \$3912

COLLABORATION

University of Zambia (UNZA), located in Lusaka, is Zambia's leader in higher education. UNZA has 24,834 students studying across nine schools in over 157 undergraduate and postgraduate programs.

Libala Basic School is a remote village school in the Mukuni Chiefdom of Zambia that provides an education for 435 students across eight local villages.

Chikumbuso Womens and Orphans Project is a grass-roots project in Ng'ombe, Zambia that reach out to widows, orphans, at-risk youth, and grandmothers. It provides an alternative lifestyle for vulnerable women and children, including free schooling for the children, adult training, and capacity building and income generating activities and community building programs.

COMPONENTS

- Pre-travel meetings semester prior to travel
- Collaborate with faculty at University of Zambia
- Observe Zambian teaching models and practices for science, math, and social studies
- Field experiences in Libala Basic School
- Cultural excursions to local villages, national park, safari
- Reflections through individual, public [blogs](#)