

FULBRIGHT

*INTERNATIONAL EXCHANGE PROGRAMS FOR
TEACHERS, SCHOLARS, AND ADMINISTRATORS*



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PRESENTATION OUTLINE

- Program overviews
- Memories: South Africa, Botswana, and Nepal
- Q&A

PROGRAM OVERVIEWS



THE FULBRIGHT DISTINGUISHED AWARDS IN TEACHING **SHORT-TERM** PROGRAM FOR U.S. TEACHERS

- Application Deadline: Monday, May 6, 2019 (Cycle II).
- Project Activities: Two- to six-week professional development experience abroad. Projects take place from Oct 2019 to May 2020 or June to Sept 2020 (Cycle I).
- Participants: Outstanding elementary, middle, and high school teachers and educators from the United States will share their educational expertise by serving in a consulting role at schools, nonprofit organizations, teacher training institutions, and other educational organizations abroad.
- E-mail: FulbrightDAST@irex.org

ELIGIBILITY

- Full-time K–12 position, including classroom teachers, guidance counselors, curriculum coordinators, special education coordinators, media specialists, librarians, and gifted and talented coordinators and others located in a K-12 environment
- Five years of full-time teaching experience in the U.S., a U.S. territory or school associated with DODEA
- Be a U.S. citizen, and reside in a U.S. state, territory or campus associated with DODEA
- Master's degree or enrolled in a master's degree program
- Demonstrated record of professional leadership and accomplishment in teaching
- Demonstrated experience conducting professional development workshops

FULBRIGHT PEOPLE



FULBRIGHT DISTINGUISHED AWARDS IN TEACHING **SEMESTER** RESEARCH PROGRAM

- Application Deadline: Fulbright DA is no longer accepting applications for 2019–2020.
- Project Activities: Teachers will pursue individual inquiry projects at a host institution throughout their professional development experience abroad.
- Participants: Outstanding elementary, middle, and high school teachers from the United States have the opportunity to take part in a three- to six-month professional development experience abroad.
- E-mail: FulbrightDA@irex.org

ELIGIBILITY

- A U.S. citizen;
- Employed full-time at an accredited K-12 school;
- A holder of a Master's degree or be enrolled in a Master's program at the time the grant begins;
- Able to demonstrate experience conducting and leading professional development activities;
- Able to meet current J. William Fulbright Foreign Scholarship Board (FSB) eligibility requirements regarding previous grants.

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FULBRIGHT TEACHERS FOR GLOBAL CLASSROOMS PROGRAM

- Application Deadline: Fulbright TGC is no longer accepting applications for 2019–2020. The application for Fulbright TGC 2020–2021 will be announced fall/winter 2019.
- Project Activities: Global education online course; Global symposium; International field experience; Capstone project; Alumni support.
- Participants: Fulbright TGC is a year-long professional development opportunity for U.S. elementary, middle, and high school teachers to develop skills for preparing students for a competitive global economy. Fulbright TGC equips teachers to bring an international perspective to their schools through targeted training, experience abroad, and global collaboration.
- E-mail: fulbrighttgc@irex.org

ELIGIBILITY

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- Hold a full-time K–12 teaching position in the U.S., a U.S. territory or school associated with Department of Defense Education Activity (DoDEA), including classroom teachers, guidance counselors, curriculum coordinators, special education coordinators, media specialists, librarians, and gifted and talented coordinators and others who spend at least half of their time interacting with students
 - Have five years of full-time K-12 teaching experience in the U.S., a U.S. territory or school associated with Department of Defense Education Activity (DoDEA)
 - Be a U.S. citizen, and reside in a U.S. state, territory or campus associated with Department of Defense Education Activity (DoDEA)
 - Have a bachelor's degree or equivalent education and experience
 - Demonstrate a commitment to continue teaching or working in their field after completion of the program

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“I can’t say enough about how transformative this experience has been for me personally and professionally. I came back with my teacher batteries charged and ready to explore new ways of integrating global education issues into my classes.”

- Mario Perez, a 2015 TGC alumnus



FULBRIGHT **SPECIALIST** PROGRAM

- Application Deadline: Applications to join the Specialist Roster are accepted throughout the year.
- Project Activities: The Fulbright Specialist Program sends U.S. higher education faculty and professionals to serve as expert consultants on curriculum, faculty development, institutional planning, and related subjects at academic institutions abroad for a period of 2 to 6 weeks.
- Participants: Quality and breadth of academic, professional or artistic excellence, as evidenced by professional standing and other achievements. Demonstrated capacity for leadership within their field.
- E-mail: fulbrightspecialist@worldlearning.org

ELIGIBILITY

- All applicants for the Fulbright Specialist Roster must be U.S. citizens. Non-U.S. citizens who have legal permanent residency status in the United States are not eligible for Fulbright grants.
- Applicants must have significant experience in their respective field, as demonstrated by professional, academic, or artistic achievements.
- Applicants must be able to travel overseas for 14 to 42 days (length varies depending on project).
- Applicants are required to disclose any prior convictions of a felony or a misdemeanor, including Driving Under the Influence (DUI) or Driving While Intoxicated (DWI), but excluding minor traffic violations.

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U.S. FULBRIGHT SCHOLAR PROGRAM

- Application Deadline: Monday, September 16, 2019.
- Project Activities: The U.S. Fulbright Scholar Program offers nearly 470 teaching, research or combination teaching/research awards in over 125 countries.
- Participants: Opportunities are available for college and university faculty and administrators as well as for professionals, artists, journalists, scientists, lawyers, independent scholars and many others.
- E-mail: scholars@iie.org

ELIGIBILITY

- U.S. citizenship - permanent residence is not sufficient.
- Sound physical and mental health.
- Award descriptions where a Ph.D. or equivalent professional/terminal degree is required.
- Early career and postdoctoral candidates may apply if they will complete their doctoral (or equivalent) degree by February 1 in the year following the application deadline.
- All teaching awards are at the postsecondary level. Applicants are expected to have teaching experience relevant to the proposed course topic(s).
- Foreign language proficiency may be required depending on the country, type of grant activity (teaching or research), and the nature of the proposed projects. (Note: In many world areas, English is sufficient for teaching activities.)

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MEMORIES: SOUTH AFRICA, BOTSWANA, AND NEPAL



UNIVERSITY OF PRETORIA, SOUTH AFRICA

FULBRIGHT SCHOLAR 2011-2012

- Mathematics Education in South Africa: Many Perspectives, Many Voices [here](#)
- Fulbright Scholar visit to South Africa [here](#)





Department of Science, Mathematics and Technology Education

The Department of Science, Mathematics and Technology Education at the University of Pretoria welcomes all prospective students who wish to pursue careers in Science, Mathematics and Technology education. You will be forming part of one of the largest departments in the Faculty of Education, renowned for rendering a valuable service to teacher education in South Africa.



- Teach one existing course each semester, implementing appropriate modeling, presentation, and communication technologies in each course
- Assist undergraduate and graduate students each semester with their research projects, theses, and dissertations
- Collaborate with UP faculty on the development, delivery, and evaluation of one or more distance learning modules, workshops, or courses in which I could act as a remote mentor or instructor after returning home
- Offer public seminars and workshops each semester on technology implementation, distance learning, mathematical pedagogy, and research methodologies. I am particularly interested in introducing faculty and students to the analysis of digital discourse and documents using *Social Network Analysis* and *Content Analysis*, the subject of my most recent publication in the *Journal of Educational Technology Systems*
- Learn as much as I can and to bring that knowledge back to the U.S. mathematics education community
- Visit local elementary and secondary schools each semester and meet with their mathematics faculty and students.
- Get involved with cultural activities outside the scope of my formal assignment.





St Angela's Primary School, Soweto

340 boys and girls

Grade R to Grade 7











UNIVERSITY OF BOTSWANA FULBRIGHT SPECIALIST 2014



BOTSWANA UNIVERSITY CAMPUS APPEAL (BUCA)



“One Man, One Beast” campaign in which the people of Botswana made donations of cattle, chicken, eggs and grain to raise funds to establish a University. Launched by the President in March 1976 with an ambitious target of one million Rand, by mid-October the same year, over R800,000 had been raised and 2,700 cattle had been donated or pledged. This is commemorated on campus with a statue of a farmer driving an Ox. Limited resources need not limit achievement.

MATHEMATICS AND SCIENCE EDUCATION

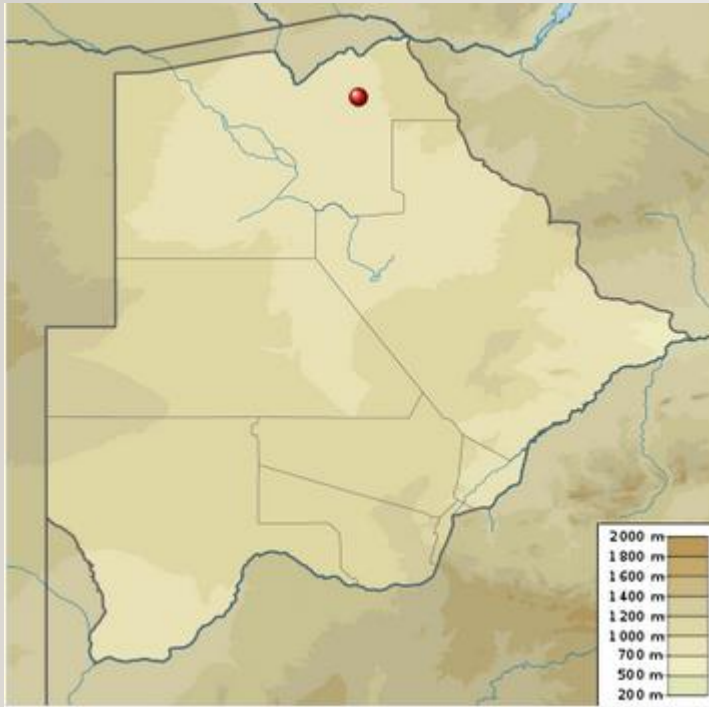
The Department trains mathematics, science and computer studies teachers and provides quality instruction and professional support to both pre-service and in-service mathematics, science and computer teachers at undergraduate and postgraduate levels. We offer Bachelor of Education (Science) and Bachelor of Education (Secondary). At post-graduate level, we offer a Post Graduate Diploma in Education (PGDE), MEd, MPhil and PhD in mathematics education and science education. In the department, we have a DMSE-INSET section that organizes in-service activities in senior secondary schools in the country. The department strives to train high quality mathematics, science and computer studies teachers in the country.



Detail all grant activities to be conducted giving a time frame for the scheduled activities:

- 1) Overview of successful Mathematics Education Centers and the strategies they use to meet their goals, including sustainability and capacity building.
- 2) Review goals and objectives for MSEC and the strategies it might use to meet its goals, including sustainability and capacity building (e.g., consulting & contracted services; collaboration with other universities on teacher preparation and enhancement ventures).
- 3) Explore the MSEC website functionality and design options, make choices and decisions, and begin development of Center information technologies and resources.
- 4) Investigate opportunities and obstacles relative to
 - a) access to the MSEC website and related synchronous and asynchronous activities and quality of service in urban and rural communities,
 - b) access via computers, tablets, and smart phones,
 - c) development and use of a graphical interface to MSEC resources similar to that seen at <http://www.math-ed.com/ugf-math/id9.html>
 - d) technology training for participants (initial and on-going).
- 5) Review and make recommendations relative to
 - a) the adoption and use of mathematical modeling tools and related curricular materials,
 - b) professional development resources for participants, including webinars and other informal professional development services,
 - c) developing, delivering, & researching online mathematics education courses at UB,
- 6) Conduct formal presentations and informal discussions with interested on quantitative and qualitative research methodologies for web-based courses
- 7) Identify opportunities for collaborative research involving UGF and UB faculty and students (e.g., global climate modeling; geometry modeling; etc.)

CHOBE NATIONAL PARK



The park is widely known for its large elephant population, estimated to be around 50,000. Elephants living here are Kalahari elephants, the largest in size of all known elephant populations. At dry season, these elephants sojourn in Chobe River and the Linyanti River areas.











KATHMANDU UNIVERSITY FULBRIGHT SPECIALIST 2017

Six Weeks in Kathmandu: Reflections of a Fulbright Specialist [here](#)





SCHOOL OF EDUCATION

KUSOED envisions transforming the educational landscape of Nepal through high quality holistic teacher education program and playing an instrumental role in developing teachers, teacher educators, educational leaders, development professionals and researchers who can contribute to social transformation. It is, therefore, the mission of the School to prepare competent educational and development professionals who are contextually engaged, innovative and, progressive in their outlook. In addition, the School also aims to nurture educational leaders who can bring transformation at tertiary, secondary and primary levels of education.



- Assist faculty in the development of a new B.S. program in mathematics education.
- Collaborate on the development and delivery of project workshops, the design and development of the MN-TNMT online community of practice, and project assessment.
- Teach EDMT 540 ICT in Mathematics Education (3).
- Collaborate on the development of EDMT 519 Fractal Geometry (3).
- Give invited presentations on automated textual analytics of unstructured data and other topics as requested.
- Meet informally with KU faculty and students interested in Fulbright programs, mathematics education in the U.S., and other topics of interest;
- Support KU cultural events & programs.
- Facilitate introductions and discourse with mathematics educators around the world.





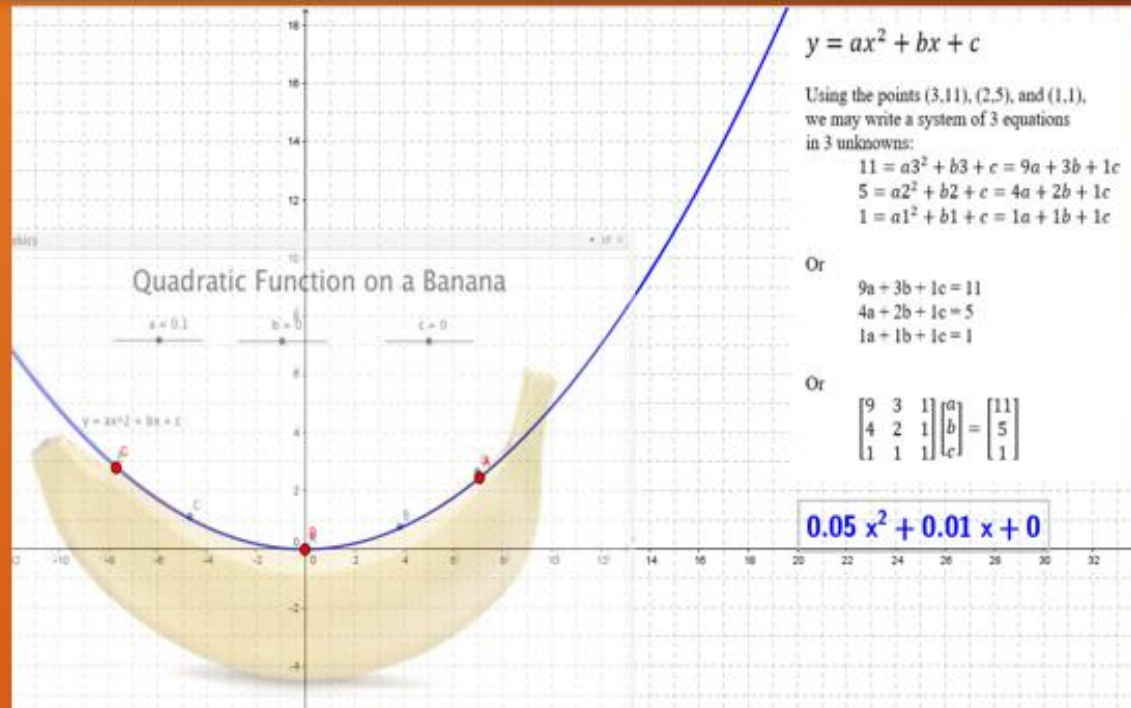








Finding the Equation of a Banana



- Review traditional, paper-and-pencil methods for finding the equation of a parabola given 3 points on the curve.
- Introduce a *Geogebra model* that automatically finds the equation of the parabola given points A, B, and C on the banana.
- Challenge students to capture images of parabolas in nature, engineering, and architecture and to determine their equations.

Empowerment vs. Cultural Resistance

Empowering Students and Teachers

- Address important ideas (e.g., climate change, complex systems, and “big data”) using modeling and data analysis technologies
- Use technology to motivate and facilitate student inquiry, critical thinking, creativity, and collaboration
- Bridge traditional divides between high school, university, adult education, and the professions

Cultural Resistance to Change

- From teacher-centered to student-centered
- From individual to small group work
- From uniform to differentiated instruction and experiences
- From knowledge acquisition to knowledge application and improvement
- From criterion-referenced testing to ... what?

Q&A



CONTACT INFORMATION

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