



1.3 EWOC-CONNECTING EDUCATORS INTERNATIONALLY

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What are the benefits of international cooperation among educators? EWOC participants will be surveyed during and after their professional involvement with the international symposium conference in Spain during the summer of 2003. The presentation will detail the change in perceptions; follow up contacts, exchange of information, problems solved and barriers overcome.

The following are samples of statements by individuals:

Lucky Greenleaf <luckyg@midmaine.com>
I have attended two of the AMS/WMO conference. One was the first that was held in Washington, DC, Crystal City location I believe, a number of years ago (late 80's?). It was important as a significant step in my

transition from active teacher participant in state science associations and professional development activities, to appreciation and involvement at a national level. Seeing the potential for my professional growth, as well as opportunities to work with great people from around the country and people like Dr. Malcolm Walker of the WMO was exciting.

The other was a presentation at the 3rd International Conference in Toronto, Can. (July 1993). My topic was "Educators and the Community, An Emerging Role". It represents my belief that as science education advocates, we can work as trainers of other teachers, but also important is the indirect impact of involvement as advocates in the community, state education arenas, and national projects and organizations. There were discussions following the presentation and contacts by Canadian meteorology persons at subsequent AMS Conferences. Like great teaching may occur at the "teachable moment", so does the random opportunity of the "advocacy moment".

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The "networking" at international conferences is how I met George Meldrum and eventually established an international field school attended by over 150 students from Scotland and US. This event, and subsequent presentations of student papers at AMS has weighted significantly on many of our students being accepted at prestigious institutions of higher education. We definitely know that the experience was the deciding factor for several acceptances at MIT and one girl into an accelerated medical program.

Mary Alice Fryar mafryar@poetworld.net
I attended the EWOC this past summer and was delighted to learn that my interests and concerns about weather education were shared by the other attendees. There was a spirit of commonality and cooperation among the participants, despite language differences. Language was just that, a difference, not a barrier. We managed to find ways to be understood. Debra Brice and I presented two Maury modules in a workshop. It was well attended and the materials were quickly accepted. I have since corresponded with a young woman meteorologist from Cuba. I am planning to share additional information and materials with her as she works teaching weather education in schools there.

Anne Holbrook aholbroo@earthlink.net
Past President NMLSTA. There is just too much to say! When I was in Singapore working with 14 other international teachers from around the world to upgrade their science middle school program I found that when we each demonstrated our teaching method, we all taught the same way--by inquiry.

We also did not teach terms without prior experience to tie them to and felt that teacher training at universities needed to reflect the best way of teaching science and mathematics in order for teachers to know how to teach those subjects effectively. I still communicate with some of these teachers. It was amazing how little money is spent in most other countries on

education and yet they do better with less-- maybe we need to see what we pay for and what we get for it.

Alberto Luis Flores

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It was a great pleasure to meet you at EWOC. I just arrived today at home from our international collaboration. I am excited about the partnerships and international cooperation possible. Keep in touch,

Mike Passow <MJPASSOW@att.net>

Last summer, I participated in the GeoSciEd IV Conference at the University of Calgary, Alberta, CA. Taking part in such a conference provided the opportunity to share some of the projects I'm involved with (AMS Education Program, Earth2Class) to a broader audience.

It allowed me to find out what is being done in other parts of the world. Sharing experiences through formal and informal talks, I also gain a better sense of perspective about my teaching. I find out how my access to resources compares with those in other countries (generally very favorably). I learn about similarities and differences in approaches to teaching in widely varying systems. It is also an opportunity to explore places I may never return to, but which add to my knowledge of the Earth System.

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Barriers:

- Financial support for conference travel, registration and housing.
- Language differences are somewhat awkward but generally overcome through interpreters.

Benefits:

- Exchange of weather phenomena similarities and differences.
- Exchange of weather terminology, hazards, and reporting procedures
- Sharing ideas for public, private and school educational procedures.

- Maintaining cultural and educational connections via email and the world wide web.
- Reinforces the teaching and importance of the metric system in the United States.
- Actually experiencing the weather, cloud formations, reporting strategies and their importance in countries where conferences are held.

Summary:

- Attendance at the past five International Conferences and the on-going interaction between representatives from other countries has made a tremendous difference in student perception of and the understanding of meteorology in my teaching and learning. □Elementary and High school classes in my area of the U.S. regularly communicate with students in other countries. □Frequent exchanges of meteorological data, weather events and cultural similarities and differences not only increases interest in the subject of meteorology but promotes interest in subjects such as science, technology and geography. □Participation in International Conferences truly promotes diversity, knowledge acquisition and the importance of atmospheric interaction in our global society.

Change in perceptions: Our world is small when people start exchanging ideas and information. The above statements reflect that concept.

Follow up contacts: The e mails of EWOC participants buzz with messages from all over. The sense of collegiality is evident and the feeling that there is someone you can count on in another country is rewarding.

Exchange of information: Here is a list of major categories from the Madrid Spain, VI International Conference on School and Popular Meteorological and Oceanographic Education □

- Promoting Math & Science Education through Meteorology & Oceanography
- The Role of Mass Media in Meteorology & Oceanography

education

- Meteorology & Oceanography in National Curricula
- Meteorology & Oceanography on the Internet
- Teacher Training in Meteorology & Oceanography
- International Cooperation Projects
- Hands on Work activities
- Weather and Society

Problems solved and barriers

overcome. One of the problems consistently encounter among the teachers responding is of course funding. Through AMS educational outreach programs, grants, private funding, educational institutions and personal resources people seem to find a way to attend but far too few. We are now in preparing for our Seventh International Conference on School and Popular Meteorological and Oceanographic Education and would like to see more participation on the part of teachers.

The language barrier overcome are the different languages involved. The VI International Conference on School and Popular Meteorological and Oceanographic Education □proceedings were published in Spanish and English. Translators were available for difficulties.

In conclusion:

The opportunities for educators around the world to meet face to face to discuss and dialogue current issues is essential for understanding. Personally, I communicate regularly with several of my new colleagues. Without the Australian conference in 2000 Sel Kerns and my international project on global warming would not have happened. I think it is important to also realize that the export of knowledge and good will among the participants from the various continents is as important as the weather we exchange.