



From The Executive Director

“PUSHING OUR LIMITS”

The 32nd Annual Educators' Conference will take place in Mexico City from October 5-11, 2013. It is very fitting that the American School Foundation, which owns the proud distinction of being the oldest “American” School outside of the United States, be our conference host as it celebrates one hundred and twenty-five years of service to the local and expatriate communities in Mexico City.

Activities will begin with pre-conference institutes on October 5th and run through early afternoon on Friday, October 11th. This year's theme highlights our commitment to creating learning environments that will result in success for all learners by exploring new ways to educate students for an increasingly complex and open-ended future. I hope that you will join us in Mexico City for this professional development opportunity, which has as the backdrop one of the most interesting and exciting cities in this hemisphere!

Three keynoters will inspire and challenge our thinking through their messages:

- Pat Bassette, (NAIS President), will share the most important trends in schools for the 21st Century: **“Schools of the Future: The Big Shifts”**.
- Michael Johnston (M/S Principal United World College) will emphasize the need to ensure a brighter tomorrow by addressing today's problems: **“Navigate the Now, Design the Future”**.
- Lee Crockett, from the collaborative project, Fluency 21, will speak to essential 21st Century Fluencies and how these can be cultivated and integrated into our schools: **“Literacy is Not Enough: 21st Century Fluencies for the Digital Age”**.

The pre-conference program offers an impressive array of presenters who will facilitate in-depth training on relevant aspects of our work as teachers and instructional leaders. I hope that many of you will take advantage of this professional development opportunity and attend with members of your staff. You will note that based on the number and variety of offerings, pre-conference activities will run Saturday- Tuesday.

Bill and Ochan Powell will offer a workshop for Directors, Principals and Resource Teachers titled, The New Frontier: Inclusion, “Building a Culture of Inclusion”. This training is coming to our region for the first time and offers a unique opportunity for the top leadership and learning support teachers to come together over one of our biggest challenges: educating all students in schools that tend to be highly competitive.

At a glance

Regional News

- Tri-Association 2013 Awards
- Annie Acevedo Receives The "Orden Simon Bolivar, Gran Maestro" Award
- Literacy Institute @ ASFM Demo Site
- Remembering Alan Travers
- World Read Aloud Day (WRAD)

Featured Professional Titles

- How to Create a Culture of Achievement in Your School and Classroom: Douglas Fisher, Nancy Frey and Ian Pumpian.
- Essential Questions: Opening Doors to Student Understanding Jay McTighe and Grant Wiggins.

Articles

- Miles for Smiles
- COJOWA Reaches for Strong Values by Nick Glab
- Los Estilos de Aprendizaje "Una Buena Forma de Entender y Respetar la Diversidad en el Aula de Clases" Sandro Hernández, Docente de Ciencias Sociales Colegio Jorge Washington Cartagena - Bolivar
- Learn Neuroscience - or Gardening! by Julie Villand

The group of pre-conference trainers includes Jay McTighe, whose work on “Understanding by Design” has been adopted by educators worldwide, and Douglas Fisher, the literacy and assessment guru. Jay and Doug’s latest books published by ASCD are being featured with their permission in this spring issue of the newsletter. Robert Garmston and Jane Ellison, from the Adaptive Schools Consortium, will offer skills training in “Collaborative Groups” and Pam Allyn, from Lit Life, will feature “New Dimensions in Early Childhood Learning”. Michael Johnston will bring us a unique opportunity through his pre-conference: “Educating for a Sustainable Future” and John Zola will offer a two day workshop on Socratic Seminars.

Two Institutes will be part of the program:

- **“Lifting the Level of Literacy Instruction to Maximize Student Achievement”** will run for a second consecutive year. Based on demand for continued literacy training, a three -part literacy institute will begin at the October Conference and run until May 2014. You will receive additional details about this program under separate cover.
- **“Making Quality Music & Learning Come Alive”**- This demonstration workshop will take place with students from the American School Foundation, providing opportunities for modeling and observation. The instructor will be Dr. Russell Robinson, the Music Department Chair from the University of Florida.

The main conference program will include strands that address evidence - based literacy practices, trends for 21st Century schools, differentiation for students on both ends of the learning continuum, grading and assessing students with special needs, and meeting the social-emotional needs of the adolescent learner. A group of Apple Distinguished Educators will support Lee Crockett’s keynote on 21st Century Fluencies through their presentations. Directors and Principals have a unique opportunity to work for one day with Dr. James Stronge, on his latest work on Principal Evaluation. Dr. Stronge is one of the leading authorities in the field and his work has been extremely well received in schools in other regions of the world. This is just to name a few of the sessions that will be part of the program. **Complete details will be sent to you before registration opens on April 15, 2013.**

I want to thank the schools that applied for our Community Service and Global Leadership Awards. The increasing number of service projects in the region make this decision a difficult, yet, wonderful problem to have. My deepest commendation for all that you are doing to develop social and environmental awareness and responsibility in your students. Award recipients are highlighted under the section Regional News.

We have many new initiatives in the region that require your support and involvement in order to make them sustainable. It is my goal to meet many of your staff development needs through the Tri-Association Conference and Institutes, so let me hear your ideas about how we can best do this.

I look forward to seeing many of you in Mexico City in October 2013. I appreciate your support, and hope that your school year ends on a very successful note!

Warmly,
Sonia Keller, Ed. D.
Executive Director

REGIONAL NEWS

Tri-Association 2013 Award Recipients:

- **2013 Community Service Award**

The recipient was the American School Foundation of Monterrey for their “Miles for Smiles” project which supports Mexican children with cleft palate and other facial deformities.

- **2013 TieCare M/S Global Leadership Award**

The recipient was Country Day School for their animal welfare project, “Paws n’ Claws” which is raising awareness and providing a home for stray animals.

- **Paul G. Orr Award**

This year’s recipient is Janet Heinze, the Director of the American School Foundation of Guadalajara. Janet has served our region with dedication and distinction through her roles as ASOMEX and Tri-Association President, as a Member of AdvancED’s Latin American Committee, and more recently as the Chairman of AdvancED’s Council for International Schools. Janet is stepping down from her role at ASFG at the end of this school year. Following are two testimonials written by members of Janet’s staff:

Memories of Miss Heinze: *Despite running a highly institutionalized school with the highest educational and professionalism standards, Ms. Heinze has a unique ability to make ASFG feel small and welcoming. Her open door and willing disposition to get involved with students of all levels keeps ASFG a tight community that makes it hard for anyone, from students to teachers, to leave this place. Its not easy to describe but Ms. Heinze keeps an unusual balance between excellence and spontaneity, between discipline and*



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friendliness, that makes ASFG not only an exceptional school but most importantly a home to all of us. Its a shame to watch her leave for those of us who grew under her leadership but at the same time we can be confident that the extraordinary work that she's done with our school leaves in place a structured educational model that serves as an example to Mexico and Latin America. She might not be with us any more but the impact of her dedication to our school will linger for ever. For that we will always be thankful."

From Publio Adrianza, Class of 2011

Janet inspires the people around her to work hard and take care of each other. She teaches those around her that there is joy of serving others, that teaching young

people is a rewarding profession and that supporting teachers in their work with children is a calling that brings great satisfaction.

I plan to learn from Janet when she retires. I know she will bring a joy and inspiration to this stage of her life as she does to her work. I love her immensely, consider her a dear friend, and am forever grateful that I have had her influence in my professional and personal life. Thank you Janet.

Tina Carstensen López

*Early Childhood Principal The American School
Foundation of Guadalajara, A.C.*

These three awards will be presented in Mexico City during the Annual Educators' Conference in October 2013.

Annie Acevedo Receives The "Orden Simon Bolivar, Gran Maestro" Award

Annie Acevedo, a dear colleague and long time supporter of the Tri-Association received the highest distinction awarded by the Colombian government in the field of Education on January 22, 2013.

Annie has been the Director of the Student Learning Center at Colegio Nuevo Granada for the last thirty years. This well-deserved honor recognizes Annie's lifetime commitment and impact on the field of special education and child development.

Besides her steady leadership of CNG's Learning Center, Annie has authored seven books, hosted a television program and written a column for El Tiempo in support of parenting skills, founded Fundacion Oportunidad, which helps economically deprived children with learning disabilities, and co-founded Colegio Fundacion Nueva Granada.

The Tri-Association joins the CNG community in congratulating Annie for her valuable contributions to our most vulnerable students and to the region as a whole.





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Literacy Institute @ ASFM Demo Site

The second part of the Literacy Institute took place at the American School Foundation of Monterrey the first week in March. Forty-two teachers from schools in the region convened at the ASFM campus for six days of intense training on the practical aspects of the Reader's & Writer's Workshop. Hard work did not get in the way of a good time and participants walked away expressing high accolades about their experience, and with a backpack of new skills and knowledge to be applied at their respective schools.

Following are a few pictures and testimonials which speak louder than words!

On behalf of the two trainers and my own I want to take this opportunity to thank the schools who sent participants for their support and to commend the participants for their learning and unwavering work ethic. I also want to take the opportunity to thank ASFM for the warm hospitality and for sharing their learning space with us!



Testimonials – Literacy Institute 2013

"It's a delight to see ASFM students in action. The work environment has established routines, anchor charts and great resources. The students listen, speak, and work with intention. Their answers, discussions and contributions show that students are cognitive of how they learn. This is a pleasure to watch. I aspire to support my school in our journey toward a successful balanced literacy program".

*Jennifer Willner,
Carol Morgan, D.R.*

"Haber enseñado en 4to y 5to en Español, con la metodología Balanced Literacy, ha sido la experiencia más profunda y valiosa que he tenido como maestra. La calidad de estudiantes y maestros es obvia. Excelente Comportamiento! Calidad de respuestas y seguimiento de instrucciones !Fue impresionante! Gracias Lisa, Vincent y ASFM por la oportunidad'

Ariana Sanders

"This has been such a transformational experience! I am glad – no, I am thrilled to be "the change"! I cannot wait to see what future has for us and how balanced literacy will look in our schools".

*Vesna Radivojevic
The International School of Sosua, Dominican Republic*

"Visiting ASFM showed me the positive impact of balanced literacy. The children's reading levels is impressive. I look forward to applying all this knowledge at my school to enrich the student population. To see balanced literacy in action is an inspiring experience!"

*Daniela Benitez,
American School of Quito*

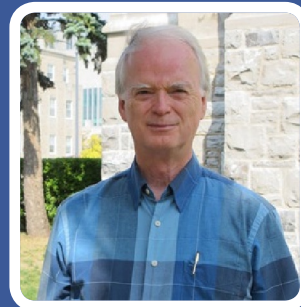


"The Literacy Institute is essential for all administrators, regardless of your depth of knowledge in Balanced Literacy. Since everything is differentiated, you take away from the institute exactly what you need for your school. The institute has given me the confidence to be a true instructional leader for my section. No matter where your school is at in the implementation process, the Literacy Institute will help guide you through the next steps."

*Nick Glab
Elementary Principal, Colegio Jorge Washington*

Remembering ALAN TRAVERS

On February 20, 2013 the international community lost one of its strongest advocates and most respected colleagues. After running the Teacher Recruiting Fair at Queens University for more than three decades, and just as he was beginning to enjoy life in semi-retirement, Alan Travers passed away suddenly on February 20, 2013. Alan was going to continue to dedicate his talents and training to his passion for international education on a part-time basis.



His passing came after only a few days of having being inducted into AAIE's Hall of Fame. I had the opportunity to talk to Alan the day after his recognition and he was a proud and happy man.

Those of us who had the privilege of working with Alan, are indebted to him for supporting our efforts to hire talented teachers for our schools. Our deepest sympathy goes out to the staff at the Queens Placement Office and to Alan's family for their loss.



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World Read Aloud Day (WRAD)

By Andrea Fisher (ASFM- Grade 1 Teacher)

Children have the right to read, to write, and to share their words in order to change the world!

In Monterrey, Mexico WRAD celebrations took place on March 3rd. On this day the community joined the American School Foundation of Monterrey (ASFM), to raise voices and empower the world's children through the power of books.



Teachers from the American Institute of Monterrey, Euroamerican School and Instituto San Roberto joined the ASFM staff by bringing their favorite books and stories to share with others. They spread out on blankets and read to anyone willing to listen. Participants were transported to magical worlds, where imagination and creativity abounded!

Through 'World Read Aloud Day' we are reminded that we can be transformed by the power of words. Allow words to resonate within you. As part of a community of readers, we must advocate for every child's right to become literate.

For more information on World Read Aloud Day, visit

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— Priyank Mathur, American Embassy School, New Delhi ('04) and Boston University ('07)

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Featured Titles

How to Create a Culture of Achievement in Your School and Classroom:

Douglas Fisher, Nancy Frey and Ian Pumpian.

Most school improvement efforts focus on academic goals, instructional models, curriculum, and assessments. But sometimes what can make or break your learning community are the intangibles—the relationships, identity, and connections that make up its culture.

How can you uncover these unseen factors, shape them to your advantage, and ensure they positively influence the daily lives of students and staff? This book answers that question and explains how to build and maintain a culture of achievement in any kind of school environment. Discover why culture that is deliberately developed and managed can optimize its impact on mission, vision, and purpose.

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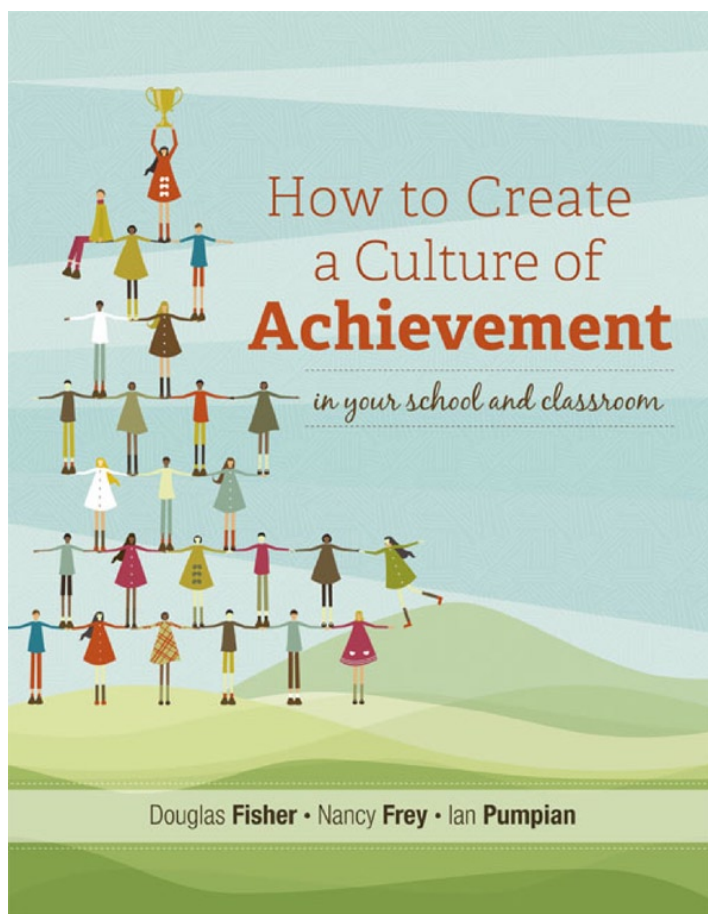
- Ways to make students and other stakeholders feel welcome, comfortable, important, and understood.
- Tools for teaching students to become the moral and ethical citizens you expect them to be.
- A set of purposeful language, actions, and routines that build the culture of achievement.
- Strategies for pushing students to go beyond the minimum needed to get by, to discover what they are capable of achieving.
- Ideas for creating and holding everyone accountable for being the best they can be and for being committed to continuous improvement.

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Doug Fisher will be presenting a pre-conference workshop at our Annual Educators' Conference on the topic: **Feed Forward: Making Formative Assessments Work**



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Essential Questions: Opening Doors to Student Understanding

Jay McTighe and Grant Wiggins

Authors of the popular Understanding by Design framework explain why and how to use essential questions in all grade levels and subjects to unlock the big ideas in your curriculum and deepen students' understanding.

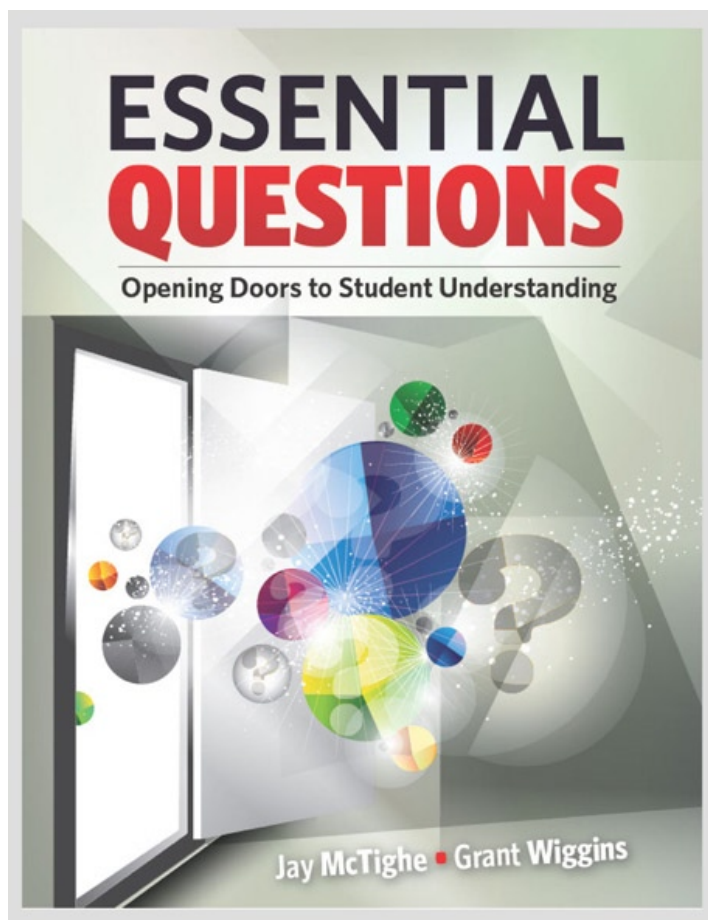
The authors provide practical and proven guides to help you design effective essential questions and use them in daily instruction to engage more students in thoughtful learning that promotes independent learning in all grade levels and subjects

Find out why essential questions help you:

- *"Unpack" standards and organize your curriculum around big ideas and core processes.*
- *Engage more students in thoughtful inquiry and discussion to promote deeper understandings of content and a culture of inquiry.*
- *Signal to students that deep thinking about content is required, not optional.*
- *Develop independent learners and foster 21st century skills.*
Offering dozens of examples, the authors explore the usefulness of essential questions in all K–12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. Their guidance and strategies ensure you know how to
- *Identify characteristics that make a question "essential."*
- *Use essential questions to "unpack" standards.*
- *Design effective essential questions working from many sources including standards, desired understandings, and potential student misconceptions.*
- *Use essential questions as a focus for daily classroom instruction, and.*
- *Support respectful and meaningful differentiation.*

(Go to the ASCD website for more information)

Jay McTighe will be presenting a pre-conference workshop at our Annual Educators' Conference on the topic: **Understanding by Design**



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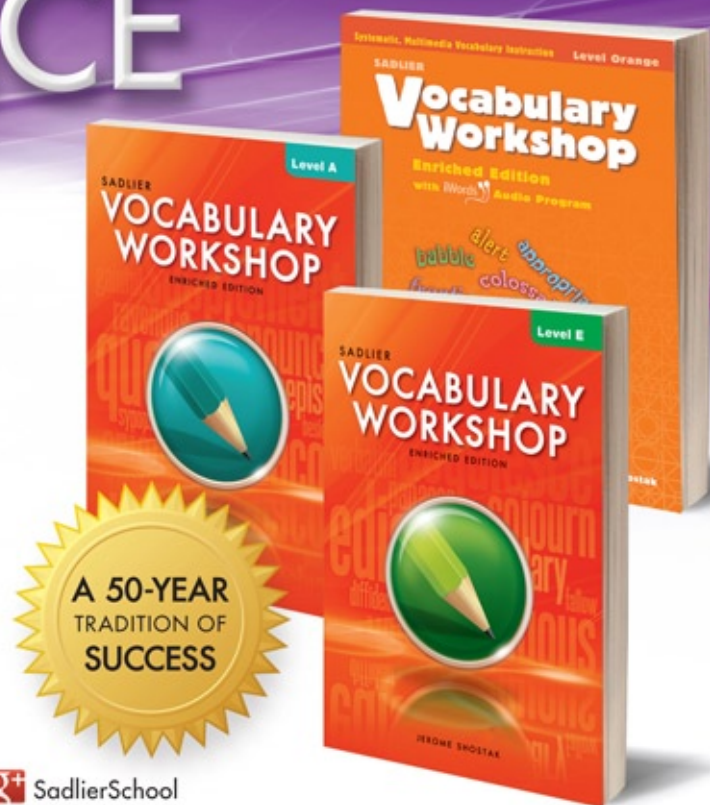
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ARTICLES

“Miles for Smiles”:

Miles for Smiles started with committed students who had a great cause to work towards! The cause: Operation Smile, Mexico.

Besides conviction and complete devotion, it didn't take much for the ASFM students who founded Miles for Smiles to get people on board. Arduous work and a successful race on our gorgeous campus got us started five years ago. With ambition and dedication, the students that followed the founders took another step towards the expansion of “Miles”.

and a lot of confidence we expanded the race to a 5K and 10K marathon, in the largest avenue of the city, with dry-fit shirts for over one thousand participants. The pride I felt when we made the final count and that we were able to donate more than \$17,500 dollars to Operation Smile was unbelievable! All the all-nighters, thousands of phone calls, countless design updates and color schemes that my team and I did over the months of planning for the race were worth the end result.



Last year, for the fifth edition of the race, the choice of leading the team was given to me, and with confidence I took it. This organization has given me the opportunity of not only giving back to my community, my country, and the world at large, but also it has made me appreciate the simplest things of life, such as the privilege of a smile.

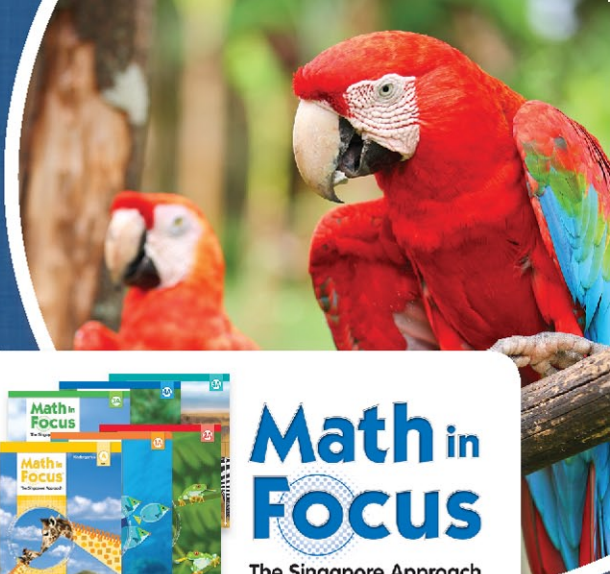
My senior year of High School started, and the future of the race was in my hands. The strong efforts of my predecessors had taken the race to a higher level; they had moved the location to a better street, had developed two different route lengths, and created and updated the designs for promotions. As the typical ASFM student, I aimed for more, much more. With a great team, an amazingly supporting teacher leader,

A few days ago I was able to travel from my school in Atlanta to Monterrey in order to attend Miles 2013 and I saw with pleasure how this year the race was an even greater success. They even added a 2K race for little kids. I really hope more and more people attend it every year.

Sadly, Operation Smile is one of the thousands of amazing organizations that help the less favored. When thinking of this, it only makes me strive for more. I want to give everything I can back to my community in appreciation of my good fortune. I am very lucky for being healthy, alive, and surrounded by wonderful people!

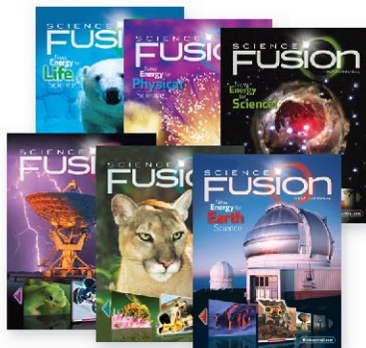
*By Andreina Castillo
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COJOWA Reaches For Strong Values

When COJOWA students agree on common values, the entire school culture changes.

By: Nick Glab

Students make mistakes. We all do. Learning how to respond to our mistakes is what sets the COJOWA family apart. In the past, when students would come to the elementary office after making a mistake that led to conflict, it was a struggle to discover who was telling the truth. It was challenging to get students to realize that they hurt someone. This has all changed.

Now I hear students saying things like "I wasn't showing empathy," "I want to be honest," "I'm going to take responsibility for what I did." Empathy, honesty and responsibility- three words from our common values program called, "REACHES."

Instead of playing detective to find out what happened, I am spending my time congratulating students on showing REACHES values. That doesn't mean our students don't mess up. But it shows that our students are becoming aware of how to respond in those moments. Behavior problems have now become learning opportunities. At COJOWA, mistakes and conflicts are now chances to practice our values.

But this change didn't happen overnight.

REACHING for Culture Change at COJOWA

Over the past two years, I have worked together with a Behavior Committee of teachers and counselors to focus on creating a culture of positive behavior expectations. The first step in changing a school culture was agreeing on what values and behaviors we wanted to see in our students.

Responsibility	COJOWA students, staff and parents take ownership
Empathy	COJOWA students, staff and parents feel what others are feeling
Assertion	COJOWA students, staff and parents stand up for what's right
Cooperation	COJOWA students, staff and parents work well with others
Honesty	COJOWA students, staff and parents tell the truth
Excellence	COJOWA students, staff and parents always persevere to do their best
Self-Control	COJOWA students, staff and parents think before they act
By REACHING upwards towards these values, we are proud to be part of COJOWA.	

This discussion lasted an entire school year! We wanted to include everyone's opinions, so we surveyed parents, students, teachers, cafeteria workers, bus monitors, administrators, and maintenance workers. When the results came in, seven values rose to the top of the charts, signifying that the COJOWA community agreed on their importance in the personal development of our students. Using these core values, our Behavior Committee embedded the values into the word, "REACHES," and COJOWA's new values program was born.



Now, when you visit COJOWA Elementary, it is difficult to go anywhere without seeing or hearing about REACHES. Every area of the school is decorated with the 7 letters that spell REACHES. Students attend assemblies, hear cheers, and watch videos about REACHES. At recess, I even did a REACHES dance for any student who could tell me what REACHES stands for.

In class, one hundred percent of the elementary classroom rules are tied to REACHES values. During the first week of school, all teachers discussed the application of REACHES in their classrooms. Every class, all day long, was spent talking about REACHES. Students literally couldn't turn a corner without seeing or hearing, REACHES! By the end of the first week, students were saying, "OK, OK! We get it! We're going to use REACHES everywhere!"

Mission accomplished.

REACHING for "Above & Beyond" Behavior

Now that everyone knows what REACHES means, it's time to put it all into practice. Our Behavior Committee has now started an initiative called, "REACHES Tickets." It's an incentive program that rewards students who go "above and beyond" in showing their REACHES.

Each teacher is only given 12 REACHES tickets to give out per month. Any student who gets 5 REACHES tickets is invited to a special celebration. So when a student gets a REACHES ticket, it's a bit like the scene of Willy Wonka, where Charlie finds the Golden Ticket! Students go around to show everyone their ticket and share what happened.

Every REACHES ticket has its story. It may be a story about helping a friend in need or thinking of others before you. But it's always a beautiful story. These are the stories that now fill our days at COJOWA.

When a student graduates from COJOWA, what kind of person will they be? One thing is for sure- they will have wonderful stories of how they show their values to the world. That's what makes COJOWA a wonderful place to learn and grow.



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El contexto educativo nos presenta cada día nuevos desafíos tales como el manejo de las tecnologías en el aula de clases, los nuevos métodos de control comportamental, la diversidad cultural debido a fenómenos socioeconómicos como la globalización y además de esto, el impartir clases teniendo en cuenta que cada ser humano es **diferente** y por lo tanto tiene su propio estilo de aprendizaje; lo que sí es muy claro es que cada uno de estos problemas debemos enfrentarlos y superarlos exitosamente.

Teniendo en cuenta estos desafíos, es importante resaltar que cuando nosotros como docentes vamos a impartir clases nos enfrentamos a un escenario específico, el cual está compuesto normalmente por un salón de clases y un grupo de estudiantes. Se podría decir que en la planeación preparamos las estrategias pedagógicas necesarias para guiar a ese grupo de estudiantes en la búsqueda de su perfeccionamiento mediante el logro de los objetivos propuestos. Es posible que debido a nuestra preparación profesional tengamos en cuenta que esos grupos de estudiantes a los cuales vamos a guiar serán muy diversos ya que cada una de esas personas es un mundo diferente; normalmente lo que no nos imaginamos en el momento de la planeación es encontrar dentro de estos grupos de mundos distintos, estudiantes con diferentes **estilos de aprendizaje**. Al no prever esto o al no tener las herramientas indicadas para mitigar esta situación, el desarrollo de las clases puede verse afectado.

Este tipo de situaciones son más comunes de lo que nosotros pensamos y además, es un reto para el educador porque debemos tratar de lograr los objetivos

propuestos para el grupo aun, sin tener en cuenta los diferentes estilos que utiliza cada estudiante a la hora de aprender.

Todo esto nos coloca tanto a los educadores como a los estudiantes en situaciones muy difíciles que son la causa de muchos de los problemas que ocurren en el ambiente escolar. El hecho de no tener en cuenta mi **estilo de enseñanza** ni los estilos de aprendizaje de los estudiantes genera una diversidad de problemas. Entre los inconvenientes más comunes están: **el ausentismo escolar**, ya que el estudiante puede sentir que nadie lo comprende, o sentirse inferior a sus compañeros al no entender los contenidos de las materias como los otros lo hacen, **desmotivación** al ver que lo que le explican se le hace aburrido, **problemas disciplinarios** debido a que no se siente atraído por lo que se da en la clase y toma la opción de entretenerse en otras cosas, **disminución en su rendimiento académico** ya que su actitud ante el aprendizaje es negativa, **percepción desfavorable del estudiante y sus padres hacia el colegio y los profesores etc.**

Profesores, es muy importante tener claro que un niño aprende de acuerdo a su propio estilo, en algunos casos podemos llegar a pensar que el estudiante tiene problemas de aprendizaje al ver que no asimila normalmente los conceptos que nos hemos esforzado en enseñarle, pero la mayoría de las veces el problema no estaría en el estudiante sino más bien en la forma en que él recibe, procesa y utiliza la información, tampoco está en nosotros sino en la forma que se la ofrecemos y lo guiamos para su acertada utilización.



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Learn Neuroscience – or Gardening!

by Julie Villand

Curriculum Coordinator at the American School Foundation of Guadalajara

We all search for lifelong learning opportunities – ways to grow personally and professionally. In the past, returning to university implied a career change, a lifestyle change, and a financial burden. But these days, the technologically equipped and connected home means a major shift in opportunities to continue learning. With the Internet, the only hurdle that prevents most of us from taking courses in computer programming, human physiology, songwriting, or business strategy is the struggle to choose from so many interesting fields of study and the juggle of time management.

Massive collections of online material such as iTunesU, TedTalks, Khan Academy, and YouTube supply today's learners not only with entertainment, but rich sources of knowledge. These websites give us insight into an increasingly dynamic world where knowledge was previously limited to the information attainable in our geographic area. At times, browsing the Internet can be a let-down because the quantity of superficial and weak information sources exceeds the reliable information. We combat this frustration by attempting to follow only trustworthy sources. Universities and world-renown professors qualify in most situations. Elite universities that offer Massive Open Online Courses (MOOCs) are a new source of quality information that allow learners to experience a university course from wherever they are.

MOOCs are free, non-credit, online university courses. Not all educational experiences are created equally, and neither are MOOCs. MOOCs can be a collection of raw video, high quality indexed video, document collections, quizzes, chats, and collaborative networks.

Although limited, MOOCs allow for some interaction among professors and students. Some MOOCs even make use of learning platforms that adapt to the information you have mastered and allow you to move forward at different paces. Some traditional reward systems still exist within MOOCs, such as point systems and final certificates of completion.

Charles Darwin once said, "It is not the strongest or the most intelligent who will survive, but those who can best manage change." MOOCs bring a whole new opportunity for those who have inquisitive minds and enjoy new learning situations. MOOCs allow us to learn collaboratively with others around the world. It is a fact that collaboration is an important trend today. It allows us to investigate the world from a variety of perspectives. Can our education be of quality if we ignore the global collaboration possible today? Can we grow professionally and personally without participating in experiences that expose us to these opportunities? By answering these questions, MOOC experiments have proven to be the ones to follow.

Elite universities are giving us the opportunity to experiment with learning in a collaborative setting. Free education from these major organizations is appreciated, but is this just pure philanthropy? Will there be a future return on the investment for these organizations? Universities can extend their reputation internationally through branding, and successful professors can gain a global following previously only accomplished through writing books. In addition to these self-fulfilling reasons, universities can receive massive amounts of data on learner behavior. But more importantly, universities understand that they

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cannot isolate themselves from the global collaboration trend; MOOCs are allowing them to be leaders in this movement.

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Regardless of your chosen or current career, the desire to keep studying is a reality for many. A MOOC is an

experiment that we all should test. Doctors can learn how to program, computer scientists can learn to appreciate Roman architecture, artists can learn English composition, and teachers can learn neuroscience. Learning within a global community provides the opportunity to participate in the critical and creative thinking that will help us discover new connections, parallels, problems, and sustainable solutions that are so necessary in all of our lives.

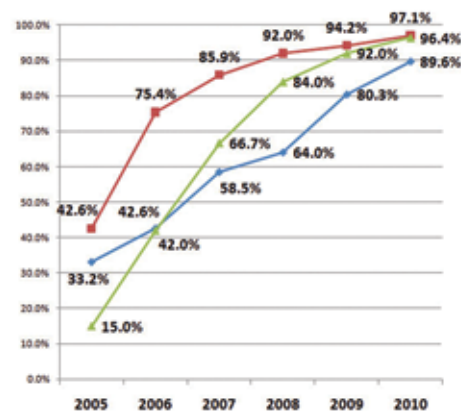
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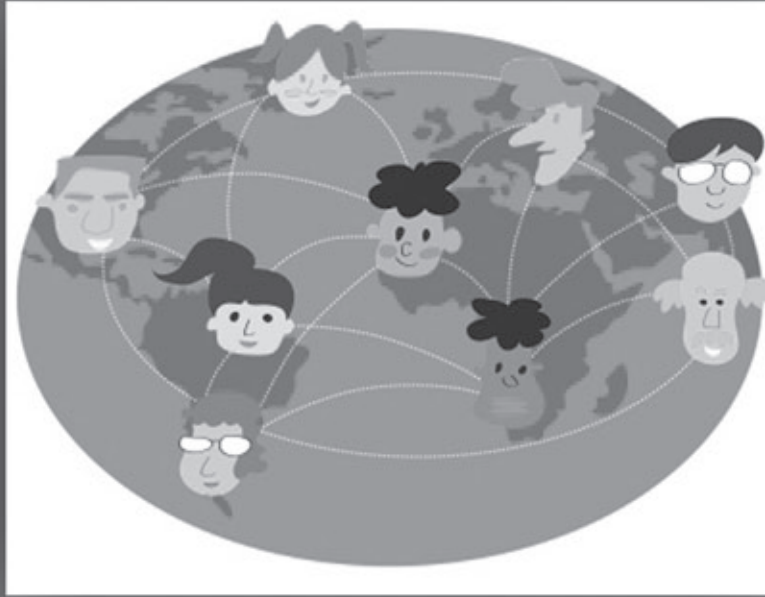
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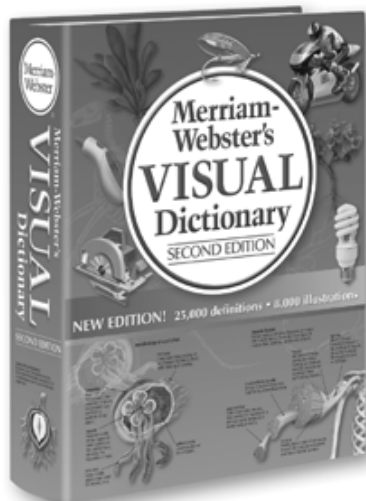
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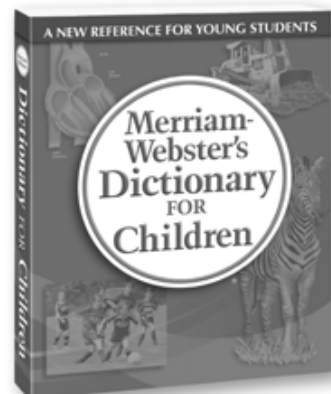


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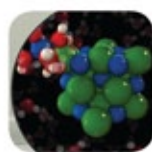
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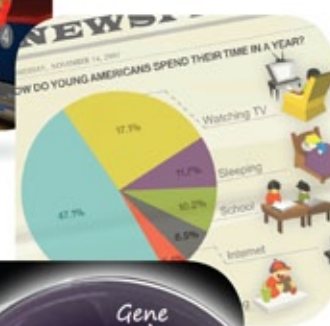


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► **From the Executive Director**

A special note of appreciation to the schools and individuals who contributed articles and pictures for this issue of the newsletter. I look forward to receiving contributions from more schools next year. This newsletter is published three times a year; in the Fall, Winter and Spring. The deadlines for submission of entries for 2013-14 are:

- May 1st (Fall Edition)
- October 1st, (Winter Edition)
- February 1st (Spring Edition)



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**Thank you for your support
of Association activities
in 2012-13 & best wishes
for a great summer!**

