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Greetings from the Elon Teaching Fellows office! I hope this finds you doing well and getting ready for summer. What winter and spring semesters we had with travel courses, prominent speakers (Temple Grandin and Angela Duckworth), diversity seminars, SURF inquiry presentations, and much more, as you will read about in the next few pages.

After participating in the winter American History Study Tour course with faculty members Jim Bissett and Glenda Crawford (along with our fav bus driver, Homer), the 2021 cohort dove into spring with their service hours and their participation in diversity education focused seminars with the CREDE and the Building Bridges workshop (See pgs. 8 and 15). They have had a successful, impactful first year and we are excited for more to come as the cohort prepares to study abroad at our new School of Education Center in Dunedin, New Zealand next spring. Nine 2020 Teaching Fellows are there this spring to pioneer our partnership with Arcadia and the University of Otago's College of Education. They are currently taking two education classes and are in a five-week teaching practicum in a local school. Other members of the 2020 cohort studied abroad in Seville, Spain, Cordoba, Argentina and Oxford, UK. You can read more about their semesters abroad on p. 6-8.

Returning from their immersive winter term in Washington, DC, the 2019 cohort did not stop and were incredibly busy wrapping up their research, attending the NCTIES conference and recruiting the 2022 cohort at Fellows Weekend. They proudly culminated their inquiry projects by presenting at SURF on April 24. Congratulations to them and their faculty mentors for their excellent research and for setting a high bar for future Fellows. (See p. 10-11 for more information.)

With pride (and a few tears), I watched the 2018 cohort graduate on May 19, via livestream of course due to the rain! What a legacy this special cohort has created during their time at Elon. While studying abroad in Argentina, Costa Rica, Spain and the UK, they interned over 1,700 hours in schools and in the local agencies and schools around Elon, they tutored and taught around 18,600 hours! Imagine what impact this group will continue to have in the world as they embark on their teaching careers in Charlotte, Connecticut, Georgia, New Jersey, Pennsylvania, Raleigh, Scotland, Spain and Thailand, among other places.

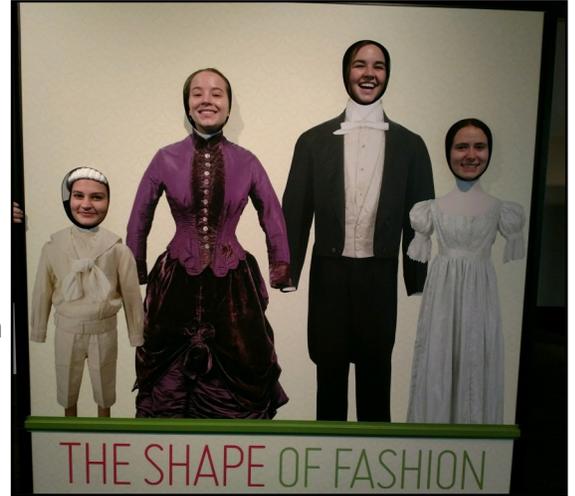
As hopefully you have noticed, we have continued to up our social media presence with our alumni and current student spotlights, Traveling Tuesdays, Wayback Wednesdays and Funky Fridays via our Instagram, Twitter, and Facebook accounts. Not yet followers? Check out p.16 for how to connect. Alumni-we want to hear from YOU and spotlight what you are doing. Please share your updates and ideas through this link: <http://bit.ly/tbtalumni>.

My sincere thanks to all of the Teaching Fellows for being so supportive and engaging this semester. I also want to give Dean and "Interim Assistant Director" Ann Bullock a HUGE shout out for her contributions and involvement. My love and appreciation for this Program and all Fellows (current and alums) have continued to grow exponentially and it was my honor to serve as Interim Director while Dr. Jeff Carpenter was on sabbatical.

Warm regards,  
*Mrs. Jennifer Fish*

# History Study Tour

For the 2021 Teaching Fellows cohort, the History Study Tour began on the morning of Saturday, January 6th. Starting at the N.C. History Museum in Raleigh, we would not let unexpected bus problems and delays get in the way of the beginning of a great trip. The next day we visited the American Revolution Museum at Yorktown as well as historic Williamsburg. After another night in Williamsburg, the cohort made our way to Monticello, the plantation home of Thomas Jefferson. For the next couple of nights, we spent our time in Fredericksburg, Virginia. The day after, we travelled to Richmond to visit the American Civil War site at Tredegar. After another night in Fredericksburg, we made the trip to Mount Vernon, which was the home of George Washington. When we were done exploring his estate, we got ready for the long bus ride to Philadelphia. Bus rides were made bearable with our bus driver, Homer, who was always good for a laugh along the way.



In Philadelphia, there were sites that we had to see together as a cohort such as the Liberty Bell, the Constitution Center, and Eastern State Penitentiary. However, afternoons were usually spent exploring the rest of the city. Popular places including Reading Terminal Market, the Magic Gardens, and going to get Philly Cheesesteaks. One night, the cohort was even treated to dinner in Philadelphia by Luca Marano's parents.

After Philadelphia, the trip moved on to Boston where again we had to explore several museums as a large group. The places we went to together included sites along the Freedom Trail such as the Old North Church and Old State House. One of the other group museums was more interactive, the Boston Tea Party Ships and Museum, a cohort favorite for the opportunity participate in the historical Boston Tea Party. While in Boston, we were treated to dinner by several cohort member's families.

The final stop on the two week trip was at Gettysburg in Pennsylvania. By far the favorite museum of



all due to the beauty of the battlefield and the knowledge of our tour guide, it was a great way to end an even greater trip that allowed us to grow as a cohort.

**-Sara Mason '21**



**N.C. State Capitol Grounds and N.C. Museum of History ( January 6)**

**American Revolution Museum in Yorktown (January 7)**

**Monticello (January 8)**

**American Civil War Center at Historic Tredegar (January 9)**

**Mount Vernon Estate and Gardens (January 10)**

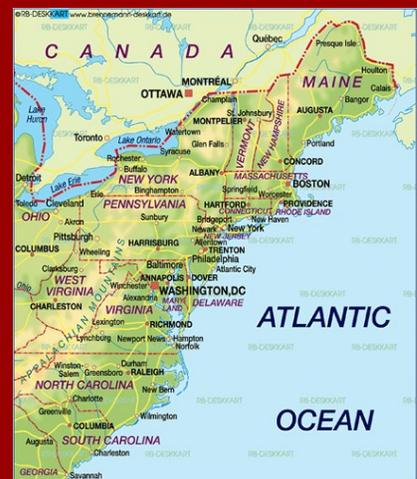
**Philadelphia (January 11-13)**

*While there: Visitor's Center, Independence Hall, Congress Hall, the Liberty Bell, The President's House, National Constitution Center, Eastern State Penitentiary*

**Boston (January 15-17)**

*While there: Freedom Trail, Old South Meeting House, Old North Church, Boston Tea Party Ships and Museum Old State House*

**Gettysburg National Military Park (January 19)**



## Engaging DC



During Winter Term, the junior cohort had the opportunity to come together once again, this time in our nation's capital, Washington D.C. The junior Teaching Fellows joined Virginia Wesleyan and University of Georgia students at the Osgood Center for International Studies, which is an experiential learning course focused on politics. Elon Professors Dr. Betty Morgan and Dr. Susan Camilleri joined us and helped prep us on all things D.C. and politics.

Each morning, we would wake up at our hotel in the Georgetown area and walk to a George Washington University building where classes were held. Here, we listened to incredible speakers from the D.C. area including journalists, politicians, business owners, and social justice advocates. This year's theme was "Continuity and Change," and each speaker gave important insight about current trends in government and how to approach issues in a bipartisan way. This course was not focused specifically on education, and hearing speakers from various backgrounds was a great way to broaden our own personal mindsets and learn more about the politics that will affect our future classrooms. Juniors Marlies Emmelot and Emma Mustacio both agree that their favorite speaker was Cindy Dyer. Ms. Dyer is the Vice President of Vital Voices, an organization which invests in women around the world. Marlies shared that she loved Cindy because she shared really vulnerable stories that reminded her of the importance of being an advocate for those who need it.

After morning speakers and a lunch break, our cohort would head out to an educational site visit. These ranged from museums, to the White House, to Think Tanks, to the United States Department of Education. Rachel Cole's favorite was the Newseum -- a huge museum with lots of interesting exhibits that are constantly being updated to reflect the current day and age. Marlies enjoyed the visit to the Department of Education because of the opportunity to hear about all of the ways that educators can get involved in education policy without being a politician in D.C. Ultimately, she says that the experience taught her the importance of finding her passion within education and becoming a leader to improve education as a field. As Rachel put it, Elon is preparing us not only to be teachers but also to be leaders inside and outside of our classrooms. As we move into student teaching and classrooms of our own, the D.C. experience will remain valuable as we continue to be advocates for ourselves and our students.

*-Courtney Kobos '19*

## Spring Convocation: Angela Duckworth



Dr. Angela Duckworth opened her discussion at Spring Convocation with an anecdote of her parent's negative words towards her intelligence, achievement, and art skills. Duckworth eventually took this negative experience, reversed her mindset of how this would affect her, and adopted the technique of "I'll show you!" to life as she referred to it.

After dedicating much of her life to Psychology and the research behind grit, passion and achievement, Duckworth has been able to make headlines with her TED Talks, books and technology, all focused on this intangible concept of grit.

Duckworth's research includes creation of the "Grit Scale." She tests a variety of factors and their effect on grit by providing four statements for her participants to rate how closely they relate to; "I am a hard worker" "I finish whatever I begin" "I have difficulty maintaining my focus on projects that take more than a few months to complete", and "My interests change from year to year". Their answers produce a number zero to five that correlated to how much passion or grit that person had. Duckworth found that older people tended to have more grit, and expanded on the idea that as someone ages they have time to mature, which makes their passion and perseverance for things they enjoy stronger. She then closed her discussion with ways that young people- those most likely to have the least grit- can hone in and strengthen their passions, in turn improving their grit. She provided four points for building grit:

- Develop your interests before training weaknesses: No one has become great at something without actively wanting to do it, so Duckworth encourages individuals to focus on their strengths and interests.
- Know the science of deliberate practice: Intentional, focused study on a specific concept is the only way to improve.
- Cultivate purpose; "In choosing what to do, I always take into account whether it will benefit other people....I have a responsibility to make the world a better place."
- "Change your mind about changing your mind": Duckworth discusses growth and fixed mindsets and the importance of having a growth mindset approach.

Lastly, Duckworth closed with important life advice; do not quit on a bad day. One quick way to build grit would be sticking through the tough days and waiting for things to get better. Duckworth jokingly stated, "then it will be okay to quit, once things are good."

*-Ashley Billie '21*

## Spring Speaker Series: Temple Grandin

Dr. Temple Grandin, a well-known researcher in the field of animal science and advocate for Autism, visited Elon as part of the Spring Speaker Series on February 27th. She visited two methods classes, spoke at an education-focused luncheon and gave a public talk that evening. Dr. Grandin has been a strong voice for using Autism as a strength rather than an obstacle for many years. During her speech, she mentioned what she thought students should do in order to be successful. Her main message was that students need real life experiences that include learning how to work, volunteering, and setting goals. Dr. Grandin believes that some students are becoming complacent and lazy and that we as teachers need to help expose students to things they're interested in so that they can grow and experiment with their interests. Dr. Grandin went on



to discuss four types of thinking that contribute to learning: photo realistic, visual thinking, pattern thinking, and spatial visualization. Dr. Grandin thinks that our education system is leaving out visual thinkers who often solve problems differently from others. Her example of this was her work in helping lead cows to slaughter. As a visual thinker she was able to observe and create a more humane way to lead cows to slaughter. Dr. Grandin's talk was informative to how we as future educators can help our students with and without Autism.

*-Allie Roth '19*

## Study Abroad-Oxford, UK



Six of our 2020 teaching fellows studied in Oxford, United Kingdom this spring. They had the opportunity to live with host families, travel across Europe and spend time in local schools. At St. Clare's International College our fellows were able to meet students from all over the world and participate in a variety of courses with very small class sizes. Some of the favorite classes included Oxford and Fantasy Literature, English Country Homes and Gardens and Oxford Art and Architecture. In addition to their own academics, each student was placed in a local classroom in either a primary or secondary school and assisted for a full school day once a week.

"One of my favorite parts of study abroad in Oxford has been my placement in a Year 2 classroom in a local primary school. I've gotten to know my students well and I've truly enjoyed participating in the classroom and supporting the students' learning! I've noticed a lot of interesting differences between schooling in the UK and

the US. I'm excited to apply what I've learned from my placement this semester to my future placements and career!" -Paige Knapke

An exciting part of studying in the UK was the opportunity to take trips on weekends and over breaks. Our students had culturally enriching experiences in over ten countries during their four-month semester abroad. These students also fell in love with the city of Oxford and were able to enjoy its deep history and unique culture. The Oxonians look forward to joining the rest of their cohort back on campus this fall!

**-Rachel Caldeira '20**

## Study Abroad-Spain

As my time in Sevilla is coming to a close, I have been reflecting on just how meaningful this experience has been. My time in Spain has helped me grow personally, interculturally, linguistically, and professionally.

One of the most profound parts of my time in Sevilla has been teaching at Las Esclavas, a prestigious Catholic school in the city. At the school, I teach social science to primero de la primaria and segundo de la primaria. Further, I teach English to segundo de la ESO (educación secundaria obligatoria). Teaching the classes has added to my professional development, but having the chance to personally engage with these students has certainly added to my intercultural, linguistic, and person development. I have discovered ways to create meaningful and effective lessons, learning moments, and relationships with the students at Las Esclavas. Further, I have had the priceless opportunity to observe the differences in Spanish and American education firsthand. Although the experience at Las Esclavas has presented its challenges, it has been one of the most fulfilling parts of time study abroad experience.

Truly, one semester isn't enough time to thoroughly experience all a culture has to offer. A culture as beautiful as Sevilla's deserves a lifetime to discover. So, I feel incredibly lucky I was given the chance to spend my study abroad here.



**- Julia Fields '20**

## Study Abroad - New Zealand

Kia Ora (Hello) from the University of Otago in Dunedin, New Zealand! After a “short” 32 hours worth of flights and traveling, an excited, nervous, and hopeful group of nine Teaching Fellows arrived 8,836 miles away from home in sunny Dunedin. Jet lagged and ready to experience a new adventure in one of the most beautiful countries in the world, the journey began. We quickly settled into our UniFlats -- small homes that we share with other international students, and one New Zealander, or Kiwi host. The first few weeks were quite the learning experience. Getting used to our new campus and the city, after calling the Elon bubble home for the past one and a half years, was a bit of an adventure to say the least. We quickly realized that although New Zealand is similar to North America, small nuances became very noticeable.



- ◆ Eggs are not refrigerated in this country
- ◆ Light switches go the opposite way
- ◆ Butter is VERY yellow
- ◆ Sushi is made almost completely with chicken rather than fish
- ◆ Mexican food doesn't even exist here! (please mail us San Marcos queso and chips)
- ◆ It is common to see Kiwis wandering the grocery store, shopping centers, and coffee shops barefoot
- ◆ No need to tip! Wahoo! Too bad food is twice as expensive
- ◆ If you think you have just seen the most beautiful view in your entire life, walk around the corner and you will probably see an even more breathtaking view

### Kiwi lingo

- ⇒ It's not a corner store, it's a dairy.
- ⇒ Garbage is rubbish!
- ⇒ You use the toilet not the bathroom.
- ⇒ Those aren't sandals you are wearing, they are jandals.
- ⇒ You going for a hike? Nope! It's a tramp.
- ⇒ Excited to try something new, you are KEEN!
- ⇒ Trying to say thanks to a friend? Cheers mate!
- ⇒ You won't be ordering fries any time during your stay here - only chips!
- ⇒ If you think something is great then it is sweet as!
- ⇒ Getting groceries? Better go grab a trolley (shopping cart)!
- ⇒ You take the lift to the second floor, not the elevator.
- ⇒ You aren't taking a class... you are taking a paper.
- ⇒ Wanna order food to-go? You are getting takeaway.
- ⇒ Need a sweater for a cool day? You will be wearing a jumper.
- ⇒ Craving something sweet? Grab some lollies at the dairy!



Since arriving just a few months ago, we've have had the opportunity to hike through stunning mountains; bungee jump in the country that bungee jumping originated; and road trip, sleeping in tents on the beach, in the car, or in unique backpackers hostels scattered across the islands. The laid back nature of Kiwis and their appreciation for this earth has truly changed our perspective in the best way possible, and we are all so thankful for this experience.



With just two short months left, we begin the scariest, most exciting experience yet, our five week student teaching experience in the New Zealand schools. Amidst our adventures we have been taking classes to prepare for these five weeks and are ready to see what our schools have in store for us.

**-Micaela Malachowski '20**

## Study Abroad-Argentina

Sara and I arrived in Córdoba, Argentina on February 3, 2018 and are studying at La Universidad Nacional de Córdoba (UNC) through the PECLA program. Since arriving, I have made incredible friends through the Speaking Partners program that has introduced me to students at from different provinces all over Argentina attending UNC and look forward to staying in touch with them even after my return to the US. My interactions with the people of Argentina have had the most impact on my experience and have helped me grow as a person and taught me to keep an open mind to different points of view. It has been eye-opening to see the world from new perspectives and have discussions with the friends I have made and different host families. Another amazing experience, which has only just begun, is our internship. We are going to be working with a group of 10-12 year olds at Colegio Monserrat. The students are in a workshop where they will be interacting with students in Florida and Switzerland via Padlet. Our students will be working on English and the students abroad will be responding in Spanish. Our interactions are entirely in Spanish, but we teach lessons and help them correct their work in English. We started on Wednesday, April 18 and I look forward to our future lessons!

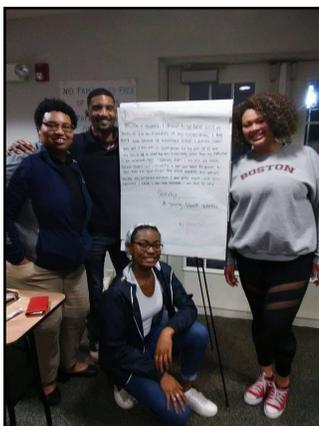
- Emily Ford '20



## Building Bridges

The Monday after spring break, the 2021 cohort participated in a Building Bridges workshop which allowed the Teaching Fellows to engage in several activities about addressing diversity.

The first of the activities allowed everyone to see the diversity in the room by having participants stand as something they identified with was called out. Groups included specific races, countries of origin, religion, gender, the marital status of their parents, and so on. This helped us realize that many parts of people's identities are not obvious just based upon their appearance. After we all recognized each other's identities, we were then instructed to get with a partner and talk about our preconceived notions regarding an identity we did not possess. This helped us expose the implicit bias that many of us have towards other groups. Another activity was to go through what we disliked and liked about an identity that we did possess.



The favorite activity of many of the cohort members was the last activity of the night where we split into groups with which we identified and then had to write a list of things that we wished for other to not say, do, or think about our identity. Some examples included people who identified as people with depression, people who are short, people from non-traditional families, and more. The crowd favorite was made by the group identifying as young, black students who wrote a captivating letter to get their ideas across.

Overall, the workshop was an experience where the cohort was again brought close together. The space provided by the workshop allowed for open conversation on all fronts, an atmosphere the cohort aims to keep.

-Sara Mason '21

# NCTIES

On Thursday March 1, 2018, the junior Teaching Fellows spent the day at the North Carolina Technology in Education Society (NCTIES) Conference in Raleigh. The conference was held at the Raleigh Convention Center and attended by over 3,000 teachers. The mission of NCTIES is to provide leadership in educational communications and technology by linking all who hold a common interest in the use of education technology and its application to the learning process. For most of us, it was our first experience at a professional conference and we were some of the only undergraduate students there!

The morning started with keynote speaker Kristin Zlemke. Kristin is the author of *Amplify: Digital Teaching and Learning in the K-6 Classroom.* She emphasized that it is what we do with technology that matters, not the technology itself. In her own classroom, Kristin focuses on utilizing technology to provide real world experiences for her students. She showed several videos of excited students seeing their work live on websites. The students love being “published” online.

After the morning session, Fellows were free to roam around and explore. Downstairs, there was a huge exhibition hall filled with new gadgets and a Maker Hub space. It was exciting to see new tools that are coming to classrooms soon and learn how to use them. On the main floor, students of all ages set up presentations for a student showcase. Teachers walked around and listened to the students present and explain their projects. Projects ranged from writing letters to victims of natural disasters to making video content for classroom projects. It was incredible to see how motivated these students were to go above and beyond expectations.

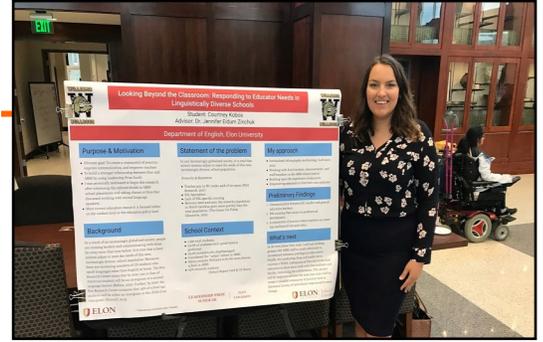
Throughout the afternoon, the Teaching Fellows were free to check out concurrent breakout sessions. These breakout sessions were led by teachers from all over the area. It was great to see teachers empowered to share what they know and teach other teachers. There were so many to choose from! My favorite session focused on using Google Drive as “Hyperdocs.” The teachers leading this session explained how you could build an entire lesson using one Google Doc. Students move through the Doc at their own pace and click links to Youtube videos, Google Forms, and other sites. This allows more customization and is a fun way to get students engaged. Attending NCTIES was an amazing opportunity for us as Teaching Fellows to learn more about utilizing technology and begin building our professional network.



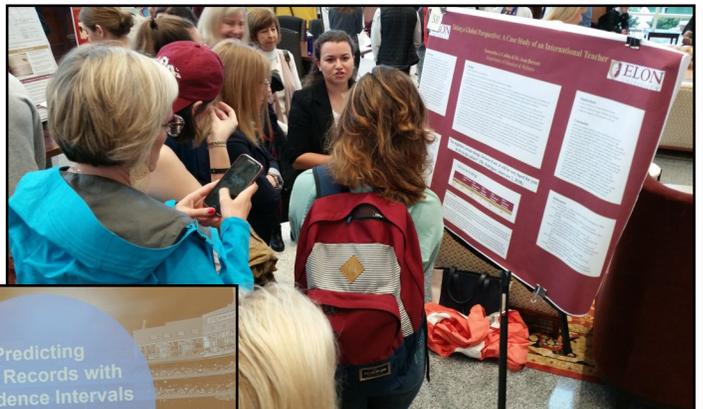
**-Courtney Kobos '19**

# Inquiry/SURF

On April 24 2018, the junior cohort of Teaching Fellows and seniors Samantha Friedman and Ben Maloney presented at Elon's Spring Undergraduate Research Forum (SURF) day. SURF day is part of Elon's CELEBRATE! week, which takes time to celebrate student achievements in academics in the arts. The junior cohort has been hard at work on their research projects since the beginning of sophomore year and enjoyed presenting their findings. Senior Samantha Friedman was the recipient of a Lumen Prize during her sophomore year and presented her research, *Investigating the Effects of Outdoor Learning Environments on Students with Autism*, at an oral session with her mentor, Dr. Scott Morrison. Junior Ben Rogers also participated in an oral presentation, which showcased his work, *Predicting End of Year MLB Team Records with Confidence Intervals*. SURF provides Elon students and faculty the opportunity to display their work to both peers and the campus community to recognize the culmination of all that has been achieved.



- Courtney Kobos '19



# Research Topics and Mentors

**Caroline Bowen**

**Mentor: Julie Justice**

*The Right Book for the Right Child at the Right Time: Scaffolding Elementary Student Efficacy in Choosing Texts for Reading Development*

**Hannah Franklin Gillette**

**Mentor: Mark Enfield**

*Case studies of two girls and the effect an after-school science program has on their development and scientific understandings*

**Katie Meier**

**Mentor: Carol Smith**

*Adventure Based Learning and Mental Illness*

**Mirella Cisneros**

**Mentor: Scott Morrison**

*Beyond Science in Environmental Education: Examining the Effects of Teaching Math Outside*

**Nathan Hunnicutt**

**Mentor: Scott Morrison**

*Toward Interconnected Sustainability Education: A Case Study of Four "Green Schools of Excellence" in North Carolina*

**Emma Mutascio**

**Mentor: Stephen Byrd**

*College Students Perspectives on Special Education in their Families*

**Rachel Cole**

**Mentor: Julie Justice**

*Measure the level of awareness and accessibility that first year students at Elon feel about the Writing Center*

**Emma Pippert**

**Mentor: Liz Bailey**

*The Effect of Promoting Positive Body Image on Academic Performance in 6th Grade Females*

**Courtney Kobos**

**Mentor: Jennifer Zinchuk**

*ESL Students in School: An Institutional Ethnography Analysis*

**Ben Rogers**

**Mentor: Ryne VanKrevelen**

*Using confidence intervals to predict end of season MLB team records*

**Sam Collins**

**Mentor: Joan Barnatt**

*Global Education and Cultural Intelligence in Local Schools*

**Anna Linsz**

**Mentor: Liz Bailey**

*Body image perceptions among elementary school girls*

**Marlies Emmelot**

**Mentor: Julie Justice**

*The Right Book for the Right Child at the Right Time: Scaffolding Elementary Student Efficacy in Choosing Texts for Reading Development*

**Virgina Little**

**Mentor: Cherrel Miller-Dyce**

*Teachers of Color and the Achievement Gap: A View from Black Students*

**Allie Roth**

**Mentor: Marna Winter**

*Middle Schoolers Perspectives on Education*

**Kristy English**

**Mentor: Julie Justice**

*Globalism in literacy with an entrepreneurial approach utilizing technology and literature through the Global Read Aloud Project*

**Danielle Marzullo**

**Mentor: Shannon Duval**

*Interactive Spaces and Education*

**Lauren Ventresca**

**Mentor: Stephen Byrd**

*More Than Learning Spanish (MTLS): Immersing Students with Special Needs in the Spanish Language and Classroom*

# *Congratulations Class of 2018*



Nicole Baugh—Special and Elementary Education  
Amanda Cassaday—Special and Elementary Education  
Eliana Chervin—Special and Elementary Education  
Samantha Childers - Music Education  
Izzy Fagan—Elementary Education  
Sami Friedman—Special and History Education  
Emily Gaa—Mathematics  
Jossie Geyer—Mathematics  
Ben Maloney—Mathematics  
Stefania Monti—Special and Elementary Education  
Colleen O'Brien—Special and Elementary Education  
Anna Pickard—Special and Elementary Education  
Maia Salinger—History  
Nicole Schmidt—Special and Elementary Education  
Bryanna Schoenblatt—Spanish  
Melody Titus—Mathematics  
Christian Truska—Special and Elementary education  
Katrina Weil—Mathematics  
Sydney Weiss—Special and Elementary Education

# Senior Reflections on Teaching Fellows

## Favorite memory...

The beach house sophomore year. It was such a good bonding experience and really

helped me think through my future (even though lots of time has passed and I'm still working on that)

Throwing tea into the Boston Harbor and climbing Bunker Hill during History Study Tour

When we went to the lake for our senior retreat and did an activity where one person went in the middle of the circle and everyone shouted out positive things about that person. The whole weekend was so much fun, and just seeing all the positive things we had to say about each person and laughing from funny memories made it a great time for us all to relax and hang out before we all started student teaching.

Since I can't pick just one, I'd have to go with the Fall Social this year. It was a chance to look back at all of our amazing memories and see how much we have grown and learned during the last four years.

My favorite teaching fellows memory was history study tour freshman year. It was our first opportunity to bond as a cohort and we had so much fun doing so. We also got to learn about history while seeing the places we were talking about so it made it more engaging!

How to reflect upon experiences to improve myself as an educator

## Taught you...

To try new things and keep an open mind. Teaching Fellows has provided us with many opportunities and experiences. I am not the biggest fan of history or research, yet being a Teaching Fellow means you go on the History Study Tour and conduct undergraduate research. I wasn't looking forward to either of these, but the History Study Tour ended up being one of my favorite trips and I really enjoyed studying my research topic and presenting my findings. Teaching Fellows provided me opportunities that I usually would not seek out myself, and because of that it has taught me to keep an open mind and try new things.

Going through this program, I didn't realize how incredible the experiences being offered were until I wrote them all down on my resume. I realized I hadn't appreciated the diversity of my experiences while I was in the middle of them.

The many aspects involved in education aside from being in the classroom. I learned about the politics in educations, attended educational conferences, and was able to see how the education system runs in different countries as well as in the local area.

Being pushed outside of my comfort zone and my friends. I would have never done research or gone to a conference or a number of other things we did, but I did it and I'm thrilled. I have loved every Fellow's experience. Maybe not while doing it, but looking back, I am grateful.

## Most thankful...

For the experiences that I got from TF. Whether it was opportunities to practice professionalism or learn from alumni, the experiences that are unique to TF will stick with me for the rest of my career.

For teaching fellows pushing us to be involved. Without them, it is unlikely that I would have completed undergraduate research or studied abroad, and those were huge parts of my college experience.

I am most thankful for the amazing friends I have made.

## What else...

It is my favorite thing about Elon. It's why I am here.

I am so grateful to Teaching Fellows for enhancing my Elon and undergraduate experience. The program allowed me to explore other parts of the world, to experience different types of education, and instilled a desire of life-long learning in me.

Our Teaching Fellows cohort has become like a family and has given me my best friends. I know I can always count on my fellow fellows and Teaching Fellows has played a major role in my college experience.

Teaching Fellows was the best thing that I could have been a part of here at Elon. I have made life-long friends, travelled the world, discovered my passions as a teacher, and learned to reflect on everything I encounter in the world of education. I would trade those experiences for nothing!

My teaching fellows experience has truly shaped my Elon experience as a whole. All of my favorite Elon memories are either from Teaching Fellows events or happened with the friends I made in Teaching Fellows. I cannot express how grateful I am to have had the opportunity to be a teaching fellow at Elon University.

It provided a family at Elon and helped direct my activities at Elon.

Teaching Fellows has provided me with so many opportunities that I will forever be grateful for. Teaching Fellows gave me some of my best college experiences, and most importantly, gave me my best friends!

# Seniors and Student Teaching

**How would you describe your student teaching experience?** Incredible! I love my kids, I love my CT, I'm so happy to come to school everyday. I get to live my passion.

Student teaching has been a lot of hard work, but it is all worth it to see the students enjoying what they are learning. It has definitely shown me the full workload that teachers have and trying to balance it, but each day that I am in the classroom with the students I enjoy what I am doing and love seeing the students making connections and improving.

My student teaching experience has been one where I learned a lot about myself and grew in confidence. I now feel that I am a more confident teacher and I am eager to go out into the workforce and run my own classroom. I have worked with some great teachers and students that have taught me lots of lessons about what being a great teacher looks like and I am grateful for them!

I have now been immersed in teaching, experiencing day to day normal teacher life, learning how to react/respond/learn from all types of situations. I never know what will happen next. I now have had the opportunity to dig deep into one class, getting to know students over the months, seeing them develop and being integral in their learning process.



They were a big learning opportunity for me and a chance to see what it was like to really be a part of a school. In my special education placement I gained a lot of hands on experience, working with an incredible teacher and team. In my third grade placement I was a part of the grade level team, collaborating with 3 great teachers.

My student teaching experience has been great. I have learned a lot and worked really hard, teaching full time for the first time ever in both a special education and general education setting. My favorite part of student teaching is forming relationships with all of my students.

**What else would you like to share about your student teaching experience?** I'm so lucky to be here working with the kids that I do. It's pretty amazing to see them develop and grow as students and humans.

Student teaching has been the light at the end of the tunnel. In an education undergrad, you work and study and practice, and it feels like you are stuffing your brain full of information. Just when you feel like you can't take anymore work and studying and practicing, you get the amazing opportunity to go apply all of your work and studying and practicing in a real live classroom, with real live students. It is truly one of the best experiences I have ever had and I am so thankful to Elon and Teaching Fellows for preparing me for this experience.

This was something I learned at Elon as well, but student teaching more so than anything else has really demonstrated the importance of building strong mentor relationships. I know that I have found mentors in both of my cooperating teachers and they both will be there to support me even 10 years from now. I cannot express how lucky I am to have had two wonderful cooperating teachers.



**What was your main takeaway from student teaching?** It really is all about the relationships you make with your kids. It helps inspire them, motivate them, and helps with classroom management. They help me learn and open my mind to new ideas and perspectives.

Teaching is a lot of work and it is a balancing act to get everything done and still have time for other things, but it is all worth it to know that you are helping the students grow and learn.

If something doesn't work, try again tomorrow. A bad lesson may get you down, but tomorrow is a new day, and you get to start fresh.

There is always something to learn. Even though I was learning every day, I recognized that I still had a lot to learn and that there were opportunities all around the school to keep learning and increasing my involvement.

## CREDE: Diversity Education

This semester the CREDE, Center for Race, Ethnicity, and Diversity Education, worked with our first-year Fellows and provided workshops on what diversity means, and how to incorporate aspects of diversity and cultural awareness in the classroom. Our first session in March was focused on societal labels, either ones we identify with or ones that were placed upon us. The exercise was simple: around the main lobby of the CREDE were different societal labels such as Age, Race/Ethnicity, Gender, Ability/Disability, Socioeconomic Status, Religion, and Sexual Orientation. While there are many other labels that an individual can identify as, for the sake of simplicity these were the only ones available to choose from. A statement was prompted to the Fellows as a group, afterwards each individual would move to the label that best answers their question. For example, one of the first prompts was, "This is the label I am most familiar with on a daily basis." Many Fellows proceeded to move to the label of socioeconomic status, race, or gender. We would then have a discussion on why the Fellows went to the labels of their choosing. These discussions were able to go below the surface, opening up students' past history with biases or a time where they may have not been included in a space. Other students were also able to talk about how specific identities give them privilege, primarily in an educational setting.

Our next two sessions involved a lecture and discussion more specifically on how we can incorporate inclusion into our classrooms. Dr. Cherrel Miller-Dyce, assistant professor of education, began to discuss various systems and teaching pedagogies proven to allow students to feel more included in lessons. One of the systems Miller-Dyce discussed is Urie Bronfenbrenner's Ecological Systems Theory. This theory describes the connectedness of one aspect of a child's life to the entire community. For example, a concept as grand and intricate as the United States' immigration policy can have a very strong effect on a child in Alamance County who has just seen his parents be deported. This will also affect the school the child attends, their healthcare, extended family, and other aspects of their life. Teaching Fellows began to discuss not only more examples of how Bronfenbrenner's theory is seen locally, but also personal experiences relating to the theory. Our sessions with the CREDE prompted some very important conversations about societal labels (both visible and invisible), what diversity looks like on a college campus, and most importantly in the classroom as future educators.

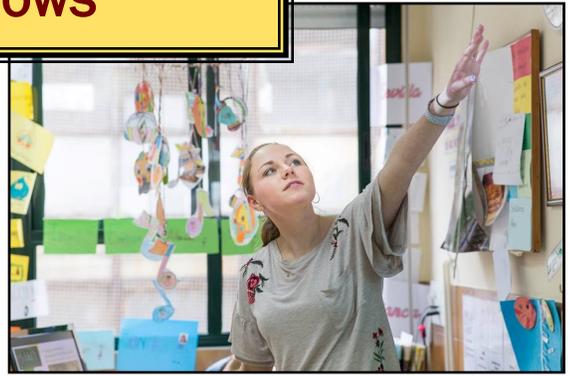
*-Ashley Billie '21*



Special thanks to Tyrone Jean and Cherrel Miller-Dyce for leading the sessions!



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