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August 16th, 2011

It is true that as an individual, we are always learning. We are learning facts, feelings, and details about ourselves and those around us. We learn in the obvious traditional school setting as youth, but it is also true that we continue to learn as we are in the real world in our daily lives. It is easy to gain experience from family, friends, coworkers, strangers, etc. about life and education. There is an interesting approach, however, to look at education. It is through international experience that one lives and interacts with different countries and cultures to study education. This can be a fruitful approach because it requires thinking outside of the box and learning outside of a traditional school setting.

This particular approach to inquiry requires a few different things to happen. First, it requires a certain amount of observation from the learner. In a non-traditional setting, one must be able to observe everything that is going on around them without being told to be aware. During this stage the learner can simply take in their surroundings and the new culture. It is an opportunity to just be and not think about what is occurring. During this time frame, the culture can engulf the individual and make them aware of numerous new things. Second, it requires the learner to ask questions about why things are done the way they are. In observing, the learner can only guess as to why things happen the way they do. In this way, the learner interacts with the people of the culture to hear from them directly. They can ask the source about any small detail they want. They also have the opportunity to make decisions about what is most important to learn more about. The learner has many new concepts and ideas to learn, so it is important for them to decide what they want to focus on and get out of the experience. Lastly, the learner should be able to put into practice the lessons and teach others what they have learned. It is a time to reflect on how the knowledge acquired can be used in one's own surroundings. To show themselves that they have learned knowledge, the learner can teach others about their international experience in education. It might be their best test to show what they have acquired by showing and teaching it to other people.

Using international experience as an inquiry of education can be suitable for the study of particular kinds of educational problems and issues. Students are students, no matter where they are living. Being able to analyze the education within a certain perspective and develop a framework for the education is important to know what one is looking at and why. There is the idea that one should know exactly what they are looking at and why before being able to analyze it. International experience may be a positive resource for inquiry in the study of student behavior or misbehavior. With cultural differences, they can be difference in how the teacher instructs and runs the classroom and handles certain situations. This is true of differences between the US teachers, but there may be greater differences and lessons to learn from international teachers. Another positive aspect in international experience and inquiry is the use of resources. Seeing how other countries utilize their resources, or lack, thereof, within the classroom setting can be beneficial. It is easy for teachers to fall into the routine of teaching with what they have or don't have, so seeing the education setting abroad may spark new ideas for how to teach creatively and effectively. One of the obstacles to use international experience is the cultural difference. There are cultural differences and expectations between schools abroad and in America. Schools must fall in line with the cultural ideals and this may not translate across the board. This idea of learning about education through international experience pushes the buttons of learning outside the traditional classroom setting.

This method of accessing international experience for teachers, scholars, administrators, etc. can be difficult! It takes money to get to another country, time to plan the trip and activities while there, time out of a work schedule, etc. It takes many resources to go abroad and learn in an international environment. Fewer people may be able to utilize this approach hands-on for themselves, but it is very easy to share the knowledge learned with others. As we saw in *Peripheral Visions* by author Mary Catherine Bateson, she was able to share a novel's worth of information about what she had learned during her international travels. For someone who could not travel to Israel, if they read Mary's novel, they could learn a little bit more about it from Mary's perspective. The reader would be able to take their time to really reflect on about the inquiry for themselves. With the text, they could further their research on any areas they wanted to increase their knowledge in. The results of inquiry could also be shared as a speech. This could also be open to anyone interested in the field, like a text, but would provide a more direct approach in audio form to see and hear the speaker in person. This could also allow for a question and answer session to receive immediate answers to further study. Finally, the learner can directly use the results of inquiry in their own classroom and share with their peers in their educational setting. It is easiest for the teacher to implement and use exactly what they learned abroad because they lived it and learned it for themselves firsthand.

I had the opportunity during an Interim term at Calvin College to study in Merida, Yucatán, Mexico for three weeks for a class called "Teaching and Coaching in Mexico." I loved it for multiple reasons, but it was applying my education in a different setting that made a difference for me. I was able to apply the skills I had learned in the classroom to a real environment. I was able to see how, as an educator, the learner responded to my teaching. With a diverse culture and partial language barrier, it was more of a "learning along the way" experience. I could prepare as much as possible ahead of time, but it was still an opportunity to learn as I went, actually in the setting. For me, this was a fruitful approach to studying education itself because it made me think outside of the box. I knew enough of the Spanish language to get me by, but I had to rely on other non-verbal ways of teaching my students. Luckily in athletics this is not as difficult of a task, but I still had to creative at times. I was able to leave Mexico feeling refreshed about my field because I knew I was capable of teaching to any sort of group. I also learned more about education in general – about how to connect with multiple age groups at once, adjust lessons to multiple skill levels, and how to utilize athletic equipment in the dark in their outside athletic centers!

International experience is a fruitful approach to studying education. The learner has the opportunity to immerse themselves in the culture among the people and activities to learn from. Studying education can be looked at within the traditional school setting, but more outside with non-traditional learning through the environment. One learns a lot in a strange environment; one learns about themselves, others, culture, logic, and emotions. Experience in learning makes a big difference as it helps the learner remember when emotions are involved. It is exciting to share the information learned with peers and members of the education community to improve processes and curriculum. Looking at a culture's overall environment can assist educators in how to study education. Sometimes it might be the journey itself that we learn the most the most.