

## **Donna Rainboth**

### **2016 Sabbatical and Summer Faculty Scholars Report**

Work completed at the Cheetah Conservation Fund

Otjiwarango, Namibia

January – July 2016

The goal of this sabbatical was to observe and collect data on different kinds of professional learning opportunities available to teachers and students through different organizations and to determine if those practices were using effective methods. Additionally, I was interested in connecting with an educational program at a research station and observing if and how the research staff and education staff interacted.

The plan to spend time at different organizations engaging in research and education changed when I was offered the opportunity to spend six full months at the Cheetah Conservation Fund (CCF) in Namibia. The decision to stay at CCF for the entire sabbatical was based on the amount of work to be accomplished. Essential questions explored included:

1. How does the teacher resource guide used by CCF address the standards outlined in the Namibian National Natural Resources Syllabus?
2. How can connections be made between the University of Namibia education faculty and students and CCF?
3. How can connections be made between the CCF education program and organizations in Namibia that provide professional development for teachers (Peace Corps and Namibian Environmental Education Network)?
4. How effective are the CCF school outreach programs in affecting student knowledge and attitudes about cheetahs and cheetah conservation?
5. What grants are available to help acquire technology materials for the CCF education program?
6. What research and information should be provided in a paper to be presented at the Environmental Education Association of Southern Africa conference held in South Africa?

### **Sabbatical and Faculty Scholars Projects Completed:**

1. CCF's Teacher's Resource Guide, Cheetahs: A Predator's Role in the Ecosystem (hard copy provided)
  - a. Revise, rewrite and update entire guide
  - b. Include new lessons to showcase CCF work
  - c. Align all Namibian syllabi natural resources standards to CCF's guide (grades 4-7)
  - d. Format all lessons and compile into new guide
  - e. Secured funding to support printing of new guide
2. Faculty Professional Development for University of Namibia Education Faculty
  - a. Presented a one day professional development workshop for UNAM education faculty to model effective teaching practices.
    - i. Modeled inquiry, STEM, hands-on teaching and learning
    - ii. Presented CCF Teacher Resource Guide
    - iii. Offered ideas and modeled using easily accessed teaching materials used for hands-on learning.

3. Connect & communicate with teacher training organizations
  - a. Peace Corps – Met with Peace Corps Volunteer Coordinators and Peace Corps volunteer teachers to assist in developing after school science clubs.
  - b. Namibian Environmental Educators Network (NEEN) – Present CCF revised teacher resource guide at teacher conference attended by 300 K-12 teachers.
4. CCF Education Evaluation (Outreach Survey Analysis paper included)
  - a. Develop student questionnaire to evaluate student understanding of information presented in outreach programs
  - b. Administer survey to 250 Namibian 5 – 12<sup>th</sup> grade students
  - c. Compile and analyze data
5. Submit grant to Vernier Technology for materials for CCF (newsletter article included)
  - a. Submitted request
  - b. Received \$5500 worth of technology materials for CCF Education Program
  - c. In-service provided for CCF staff and interns on Vernier equipment
  - d. Developed lessons using Vernier equipment for students visiting and learning CCF
6. Write & submit paper for presentation at the Environmental Education Association of Southern Africa (EEASA) conference (included).
  - a. Paper co-authored by Donna Rainboth and Stephanie Bradley (Education Manager, CCF)
  - b. Paper accepted and presented at EEASA conference Gauteng, South Africa October 2016 by Stephane Bradley



UNAM Faculty Professional Development  
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