



Study Abroad Report

Programme: Short learning programme

Division:	Division for Global Engagement
Dates:	04 September 2025
Location:	Cincinnati, Ohio
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- 1. Introduction:** (Include one to two paragraphs with an introduction of the activity, context and relevant background information.)

During my short learning programme in Cincinnati, I had the opportunity to learn about how teaching and learning take place in different schools, including John P. Parker School, the School for Creative and Performing Arts, Arlitt Child Development Center, and Symmes Elementary School. Each school had its own unique environment and approach to education, but all shared a strong focus on learner engagement, creativity, and inclusion.

The schools were well-resourced, with access to modern technology such as smartboards, laptops, and digital learning tools that made lessons more interactive and enjoyable for learners. I also learned how the University of Cincinnati supports its students, both academically and mentally, by helping them manage the balance between studies, personal life, and teaching practice. In addition, the university provides support to students with intellectual disabilities, ensuring that all students have equal opportunities to learn and grow.



2. Summary of the activity: (Please highlight the key accomplishments)

During the learning programme in Cincinnati, I experienced many inspiring activities that showed how education, community, and culture work together. One of the highlights was attending a university football game, where I saw how supportive parents, siblings, lecturers, and students were towards the players. The energy was incredible, with dancers, the university mascot (the Bearcat), the band, and cheerleaders creating a lively and welcoming atmosphere. It made me feel excited and amazed by the strong sense of school pride and togetherness.

We also got the chance to visit the Cincinnati Museum Center, which was an unforgettable experience. The center has three museums which are the Children's Museum, filled with hands-on learning activities and other educative activities that can be included in a classroom to make children's learning experience fun, enjoyable, realistic and relatable, a History Museum that shared stories about Cincinnati's past, and a Science Museum that displayed fossils found in the city and explored topics like physics, geography and biology. I felt curious and inspired by how these museums made learning fun and accessible to all ages.

We also got the chance to go into different schools to see beautiful, creative lessons in action. The classrooms were bright, engaging, and supported by modern technology such as smartboards, tablets, some STEM posters around. The outdoor spaces and playgrounds were well-designed and inclusive, allowing children with and without disabilities to play together safely. I was deeply intrigued by how the different schools valued inclusion, nature, and community involvement.

At the University of Cincinnati, I explored facilities such as the student center, accommodation, and small, supportive classrooms. There were various academic and emotional support centers available to help students balance their studies, personal lives, and teaching responsibilities. This made me feel hopeful and encouraged about how universities can create caring, inclusive, and balanced learning environments.

3. Impact on you as Participant:

All the activities I experienced in Cincinnati had a big impact on me as a future teacher. Seeing how the community, schools, and university work together to support learning, taught me the importance of creating a positive, inclusive, and joyful environment for children. The football game showed me how teamwork, school spirit, and community support can motivate learners and help them feel proud to belong. It reminded me that learning is not only about academics but also about building confidence, connection, and happiness.

The visit to the Cincinnati Museum Center inspired me to make my future classroom more fun, enjoyable, and memorable, especially the Children's museum. The museum showed that learning can happen through play, exploration, and hands-on experiences. I want to bring that same spirit into my classroom by creating learning stations and activities that allow my little



ones to explore topics through art, building, and exploration, so that every lesson feels like an adventure.

Observing teaching and learning in different schools gave me practical ideas for my own classroom. I loved how teachers made lessons interactive and meaningful by linking them to daily routines and play. One of the most inspiring examples was in a Grade R classroom where the teacher introduced the “A/a” sound. During the morning routine, each child took turns to say the sound and clap it out to count how many sounds it makes, combining English and Maths in a natural, playful way. Inside the classroom, learners continued exploring the sound through fun activities like drawing the letter on whiteboards, sorting words that start with “A/a,” forming the letter with playdough, and building objects that begin with “A/a” using Lego.

This experience showed me how to connect what we are learning for the week to other areas of learning, making lessons more meaningful and enjoyable. It reminded me that play is a powerful tool for teaching, and when learning is creative and hands-on, children are more likely to remember and understand what they are taught. I left feeling inspired to design my classroom as a space where learning feels exciting, purposeful, and full of joy.

4. Picture/s of the activity:



In this picture, we were at the Nippert Stadium watching a football game. We were joined by our lecturers and students who took part in the Study Abroad Programme in 2024 and early May 2025, including Riley, Kelly, Jenna, and Rachel. The atmosphere was full of excitement and school spirit, with everyone cheering and celebrating together. It was a wonderful experience that showed the strong sense of community and support among the students, lecturers, and university. Being there made me feel happy, connected, and proud to be part of such an inspiring learning experience.



In this picture, we were at the Cincinnati Museum Center, joined by Diana and Katie. It was an exciting and educational experience as we explored the different museums inside, the Children's Museum, the History Museum, and the Science Museum. We learned through play, discovery, and hands-on activities, which made the visit both fun and meaningful. Being there with Diana and Katie made the experience even more special, as we shared ideas and reflections about how learning can be creative and enjoyable. I felt inspired to bring that same sense of curiosity and exploration into my own classroom.



In this picture, we were visiting different schools in Cincinnati, John P. Parker School, the School for Creative and Performing Arts, Arlitt Child Development Center, and Symmes Elementary School. Each school was bright, welcoming, and full of life. We saw teachers using smartboards and fun activities to make learning interesting for the children. The classrooms were neat and colourful, and the playgrounds were safe and inclusive for all children, including those with different abilities. I felt happy and inspired to make my own classroom a place where all children can learn, play, and feel included.



In this picture, we were at West Fork Park visiting the inclusive playground. The playground was designed so that all children could play together, including those with different abilities. There were swings, slides, and play equipment that everyone could use safely. I felt very happy seeing how children, parents, and even grandparents could enjoy the space together. It inspired me to think about how important it is to create learning and play areas where every child feels included and can have fun.



In this picture, we were sitting in a lecture hall at the University of Cincinnati, experiencing what it is like to be a university student. The hall was modern and comfortable, and the class was small enough to take part in discussions. I felt excited and curious as I listened, shared my ideas, and engaged with other students in the conversation. It was fun to experience learning in a real university setting and to be part of a lively class discussion.

5. Feedback on Host University

I would like to give my sincere thanks to the University of Cincinnati for hosting us and providing such an amazing learning experience. The opportunity to visit the schools, museums, and campus, and to experience their teaching and learning environment, was truly inspiring. A special thank you goes to our hosts, Diane and Katie, for welcoming us warmly, guiding us throughout the programme, and helping us experience a different culture. Your support, kindness, and enthusiasm made this programme memorable and very meaningful. I am grateful for everything I learned and experienced during our time in Cincinnati.

6. General Feedback

The learning programme in Cincinnati was an incredible experience that gave me new insights into teaching, learning, and community engagement. Visiting schools like John P. Parker School, the School for Creative and Performing Arts, Arlitt Child Development Center, and Symmes Elementary School showed me how classrooms can be bright, welcoming, and inclusive, with lessons that are fun, interactive, and meaningful. I was especially inspired by how teachers linked weekly topics to daily routines and play activities, making learning memorable for young children.

The visit to the Cincinnati Museum Center and West Fork Park highlighted the importance of hands-on learning, exploration, and inclusive play for children of all abilities. Experiencing a football game at Nippert Stadium and participating in a university lecture hall gave me a sense of community, school spirit, and engagement in learning.



Overall, this programme has motivated me to create a classroom that is inclusive, fun, and educational, where children can explore, play, and learn in a meaningful way. I am grateful for the opportunity to experience a different culture, see diverse teaching methods, and learn from inspiring educators and hosts.

7. Conclusion

Overall, the learning programme in Cincinnati was an eye-opening and inspiring experience. It allowed me to see how schools, universities, and communities work together to create engaging, inclusive, and supportive learning environments. From observing interactive lessons and inclusive playgrounds to visiting museums and participating in university life, I gained practical ideas and inspiration for my own future classroom. This experience has strengthened my understanding of how learning can be fun, meaningful, and accessible for all children, and it has motivated me to bring creativity, inclusion, and joy into my teaching practice.

I would like to give a special thanks to Lisle du Plessis and the Study Abroad Team for organising this incredible trip and giving me the opportunity to go abroad and be part of this learning journey. I am truly grateful for this beautiful experience, and I hope to take everything I have learned about teaching, inclusion, and joyful learning into my own classroom in the future.