



International Institute

M A D R I D - B O S T O N

Boletín del Instituto Internacional

Diciembre 2016

Speakbetter at IIE

Todas las novedades del Programa de Lengua y Cultura Norteamericanas durante el pasado trimestre de otoño y un avance del nuevo curso.

Página 2

American Cultural Studies

A Look Back and a Look Forward



Página 3

American Space Madrid: Reflections and Contemplations



Página 4

Artes y tecnología: nuevos vínculos institucionales

El Instituto Internacional inicia la colaboración con el Teatro Real y American Space con el programa Technovation Challenge.

Página 5

“Tiny Music and Movement Time”: la Biblioteca también para los más pequeños

Una actividad musical familiar que se consolida en la programación del Instituto.

Página 6

Avance de la programación de enero 2017



Página 7

From the President

I wish the best for the holidays and for the New Year to all members of the International Institute in Spain community.

In 2017, the International Institute will mark its 125th year of dedication to the mission of cultural and educational exchange between the United States and Spain. At a time when isolationism and the desire to create barriers between peoples are widespread, the Institute’s dedication to its singular mission of increasing the bonds between the U.S. and Spain remains exceptional. We have committed our organization to sharing the best of American culture and educational practices with the Madrid community, and we continue to promote study in Spain for American students through our collaboration with American universities and colleges. In fulfilling our mission, we have brought thousands of Spaniards and Americans to the Institute’s Miguel Ángel, 8 building this past year for programs ranging from explaining the U.S. elections process, promoting study in the U.S. for Spaniards, showings of silent films with live accompaniment, technology for girls, storytelling for children, an urban summer day camp, and discussions for teens. During the summer, two Brookline, Massachusetts,



**International Institute Foundation in Spain
1892-2017
125 Aniversario**

public school teachers came to the Institute and offered a mini-course on the proficiency-based language classroom for Madrid area educators. We have established relationships with Madrid cultural entities such as the Museo Thyssen-Bornemisza in connection with our American Cultural Studies program and will be announcing exciting new ties with a major Madrid institution presenting American works in the New Year. We continue to host the American Space Madrid, a center for information about the U.S. that is itself a source of imaginative

and exciting events and programs. We are constantly seeking new ways to enhance our offerings of activities and to find novel ways to present ideas and intellectual trends that may interest members of the Institute community in Madrid.

As the International Institute enters its 125th year, I want to send season’s greetings to the members of our team in Madrid, those who work so hard every day to advance the cause of international exchange to which our organization is devoted. Led by Executive Director Pilar Piñón, this vibrant group includes Nicole Rosow, Director of the English Program; Laura Turner, Director of American Space Madrid; Andrew Bennett, head of American Cultural Studies; and librarians Nuria Segui and Ana Alonso. Best wishes for the holidays also go to Juan González, our facilities manager; María José (Cota) Cotarelo, administrative assistant; Marian Cortés, English Program administrative assistant; Juan López, cafeteria manager; Andrés Fernández and Víctor Martínez, our porteros; and Trinidad Almansa, María del Mar Ortega, Teresa Zabaleta, Isabel Falquina and Nuria Yubero, the members of our cleaning staff. I also send holiday greetings to the members of the English Program faculty, with a special salute to one of our veteran teachers, Lee Buckley.

(sigue en página 2)

All of us committed to the wonderful project of the International Institute in Spain are grateful to these people, who strive each day to realize our organization's goals in concrete ways.

I also want to thank those who join me on the International Institute's all-volunteer Board of Directors: Karen Arenson, Prof. Stanley Brandes, Prof. Urbain DeWinter, Prof. Martha L. Gray, Prof. Raquel Halty, Thomas M. Hotaling, Prof. Linda Gould Levine, Francis V. Lloyd III, Álvaro Mendiola Jiménez, Susan Solomont, Theresa Tobin, and Prof. Nicolás Wey-Gómez

Advancing into 2017, the International Institute will continue striving to fulfill its mission, with special attention to issues of interest to women. We continue to follow the path of our founder, Alice Gordon Gulick, who devoted her life to the cause of education for Spanish girls and women.

We are planning exciting changes for the Institute Library, including an expanded area and collection for children and teens. The 125th anniversary year will surely bring other surprises and celebrations, as well.

I want to thank those of you who have made donations to the International Institute in Spain for 2016. Our donors follow in the particularly American tradition of private philanthropy that led to the formation of the Institute and the construction of its historic building. Our hope is to expand the number of contributors for 2017 to help us fund new projects. This year I would especially like to recognize the generous contribution of R. Lane Kauffman, professor emeritus of Spanish at Rice University, to the Library. We are also enormously grateful to Sara T. Nalle, professor emerita of Spanish history at William Paterson University, for her expressed intent to include a generous bequest to the International Institute in her estate plan. The International Institute in Spain, a 501(c)(3) organization, still relies on the generosity of donors who support its mission of cultural and educational exchange, a mission that is more important in today's interconnected world than ever before. We welcome your contributions, which will enable the International Institute to uphold its traditions even as it pursues innovation and renewal in the upcoming 125th anniversary year and on into the future.

Happy Holidays! Happy New Year!

Prof. Margery Resnick,
President

#Speakbetter at IIE

by Nicole Rosow, Director, English Program

We have had a very full and successful fall trimester. While all of our courses help students to speak English better, we premiered several new and unique courses for adults that were focused on strengthening our students' spoken English abilities. In "Language of American Elections," students explored and practiced the forms and styles of American political expression by examining campaigns, debates and election analysis and applying them in



first person. To perfect pronunciation and fluency in conversation, we offered "Speaking Bootcamps" for different levels. Finally, in our "Limelight: Theater and Improv" workshop for adults, students were able to practice their English in a fun and dynamic atmosphere where they were able to feel less inhibited and therefore truly put the language to use. In the winter trimester, we will offer a second session of Limelight and, of course, continue with our popular Speaking Bootcamps.

Also during the fall trimester, we continued to offer our minicamps for Young Learners. These are designed to help working families on days when there is no school but parents still have to work. One of these days fell on Halloween this past October. What a perfect opportunity to have the children be in a fun, English language environment and learn more about American culture in a very authentic way! The children participated in a Halloween carnival created by their teachers and paraded through the building in costume, stopping to trick-or-treat in all of the offices.

Due to the success of our newest workshop – All Hands on Tech (students ages 12-14 working with emergent technology) – we will be opening a hands-on technology workshop for younger children in the next trimester. This next workshop will give students ages 9-11 the opportunity to learn about electric circuits through STEAM activities. STEAM is an educational approach that uses science, technology, engineering, the arts and mathematics for guiding student learning. Inquiry,

collaboration, and an emphasis on process-based learning are at the heart of the STEAM approach. This approach is perfect in a second language environment as a content-language integrated learning atmosphere. Students will be actively using and improving their English in a natural way.

Stay tuned to learn more about what fun and exciting activities will be planned in our Summer in the City day camp and our Summer in the City – Teens program. Both programs are styled on the North American day camp model, and all the counselors are native speakers of North American English. Each week the camp has a different theme, and all of the activities and excursions revolve around these themes. At the beginning of the spring trimester, we will be announcing the dates and times for our information sessions for families to learn more about Summer in the City. We'll also announce our T-shirt design competition at the beginning of the spring trimester. The winner of this contest wins a free week of camp!

For more information about any of our courses, mini courses, workshops, mini camps or summer programs, please contact us at: engdept@iie.es or by calling 91 319 81 84 or 91 319 82 75.

Step into the Limelight!

A new workshop, Fall 2016.

By Carrie Klewin Lawrence, Theater Teacher

We have just completed our first session of Limelight, a 6-week, 12-hour, intensive mini-course focused on developing English skills through practicing improvisation and acting skills.

The class was trained as an ensemble in the basic rules of comedy improvisation, such as establishing conflict and using gestural language to create characters and generate dialogue quickly. Through the study and presentation of monologues, students engaged with contemporary theatrical material from movies and plays. Further, they investigated various acting and script analysis techniques to support character development. Students were asked to create their own special characters based on real people they had observed in public.

The result was that the students displayed an impressive talent for creative storytelling. Finally, the class culminated with students presenting rehearsed monologues and improvisational scenes based on contributions from a guest audience. They showed great commitment to the material, a tremendous amount of personal growth and offered excellent support for one another.

Fall 2016 and Winter 2017 ACS Content: A Look Back and a Look Forward

By Andrew Bennett, Director ACS

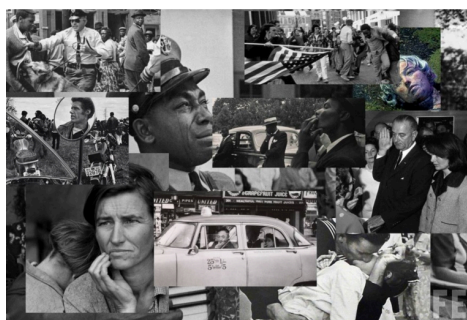
The Fall 2016 trimester brought with it a slate of new American Cultural Studies (ACS) core courses, as well as a few one-off offerings designed to coincide with the U.S. Presidential election. Chiara Luis' American Literature course, entitled "Mysteries, Detective Stories, and Hard-Boiled Pulp," examined some of the best-known mystery and detective stories from America's most famous noir authors, as well as other forms (television series, podcasts, films) that have expanded the genre's reach beyond the literary and into every facet of American entertainment. Alexa Brooks' American Art History of the 20th Century course, entitled "Pop Art in America," examined significant artists of American Pop Art, as well as the cultural impact this movement had and continues to have. Andrew Bennett's American Expression course, entitled "Prosperity 3.0: Sports in America," examined the role of sports in American culture and society, giving special attention to its economic impact. All in all, another trimester of exciting content for the ACS core courses.

Also presented during the Fall 2016 trimester were two separate ACS offerings designed to inform Spanish students about both the nature of and process behind the U.S. Presidential race, as well as the language specific to politics in general and elections in particular. The four-part lecture series "Las elecciones estadounidenses: una perspectiva interna," presented by Alana Mocerí, political analyst and professor of political communication at the Universidad Europea de Madrid, brought attendees inside the campaign, and addressed common areas of confusion about the U.S. political process while providing a stimulating glimpse of the factors that defined the race for the White House.

Meanwhile, the four-part ACS mini-course "The Language of American Elections," led by Michael Stubblefield, allowed students to directly engage with the speaking forms and styles common to American politics and elections in a dynamic and entertaining way. Both of these ventures were well received and accomplished their shared goal of making the Presidential election more intelligible and accessible to IIE students and the community at large.

Next trimester's ACS courses look to maintain this momentum, as we'll offer new course content in our core courses as we also welcome a new faculty member on

board. Carrie Klewin Lawrence's inaugural American Theatre course, entitled "Broadway and the American Dream," promises to add an exciting new dimension to the ACS program, and her unique skill set and background as both a professor and director of theatre will no doubt make her classes an exciting addition for our students. In addition, the other three ACS core courses will offer, as always, completely new content. Alexa's class, entitled "Photos Telling Stories," will examine some of the iconic American photos of the 20th century, and trace the stories behind them. Chiara's class, entitled "Short Stories: Paths to the Canon," will examine some of America's best-known short stories and short story writers, and explore the ways in which these works and writers become canonical.



And Andrew's class, entitled "Liberty 3.0: American Outlaws," will examine America's fascination with and susceptibility to outlaws, both real and imaginary. Winter 2017 promises to be another trimester of growth and expanded horizons for ACS.

Las elecciones presidenciales en el IIE

por Pilar Piñón, Directora Ejecutiva

El Instituto ofreció muchas oportunidades para seguir las elecciones de los EE.UU. tanto a ciudadanos norteamericanos como españoles y se benefició del enorme interés que suscitó este acontecimiento entre los medios de comunicación españoles.

Además del ciclo ACS, el Instituto albergó un debate entre periodistas españoles y norteamericanos y una sesión dedicada a la figura de Hilary Clinton en la que participó Elena Gascón, de la Corporación del Instituto. La valoración de los resultados electorales fue el tema del coloquio con académicos y representantes de distintos partidos políticos españoles. La expectación generada se hizo notar por la presencia de numerosos medios de comunicación en la fiesta de la Noche Electoral de la Embajada celebrada en el Instituto y que reunió a cuatrocientos invitados. También, y en el marco de un programa de Radio Nacional sobre las relaciones entre España y los

EE.UU., Laura Turner y Pilar Piñón tuvieron la oportunidad de dar a conocer la labor de ASM y el Instituto Internacional.

Notes from American Art History Class Visit to the Ambassador's Residence

by Alexa Brooks, Teacher, American Cultural Studies

Last week my students and I had the pleasure of being included on a tour of the U.S. Ambassador's residence to see the special art collection housed there. This collection comprises artworks owned by Ambassador James Costos and his partner Michael Smith as well as artworks on loan from galleries, museums, and other private collections. These pieces form part of the U.S. Department of State program Art in Embassies. The artworks chosen represent certain American values, but there are important works by Spanish artists present as well. The collection is noteworthy for its variety as well as its demonstration of the exquisite taste of Michael Smith, who also decorated the residence.

This trimester my American Art History of the 20th Century course at the International Institute has focused on American Pop Art, and many of the artists we've studied formed a part of the collection. Seeing these works in person was both an honor and a treat, especially the opportunity to view pieces by Andy Warhol, whose works are rarely encountered in Madrid



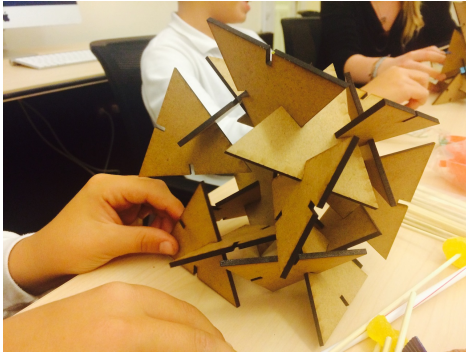
We also viewed works by Robert Rauschenberg, Ed Ruscha, and Roy Lichtenstein. Throughout the tour, the guides explained why the individual pieces had been chosen and offered interesting anecdotes about the artists. This visit was an extraordinary opportunity to put our knowledge of American Pop Art to work outside the International Institute classroom. We are grateful to the US Embassy staff, including Cultural Affairs officer Christopher Quade (at left, photo above) and Carmen González, and to the Art in Embassies program for making this amazing, once-in-a-lifetime experience possible.

American Space Madrid: Reflections and Contemplations

By Laura Turner, Director, ASM

As we approach the New Year, American Space Madrid at the International Institute looks back upon 2016 with great fondness. University students are finishing up their classes at the Institute and heading back home to the United States, members of the community have trickled off to attend to family holidays, and a sense of nostalgia warms the halls of the IIE.

The December holiday creates a space where we can tie up our work nicely at American Space Madrid and look forward to the onset of the New Year to begin again—breathing new life into recurring programs and presenting new programming opportunities to the public with a sense of new-found energy and hope for what is to come.



Looking back...

Building upon the success of GirlsTech and an increased sense of community interest in maker culture, The Maker Club at American Space Madrid held its first meeting in the beginning of October.

In collaboration with Mónica Montoya from the organization MujeresTech and Christina Carpenter, a Fulbright grantee, The Maker Club has not only provided a space for participants to tinker and create on Thursday afternoons, but it has also resulted in the creation of a small community of individuals who have grown as a collective unit over the course of only a few short months.

Each week we have documented the participants' creations through photographs and short videos, watching them gain self-confidence in their craft and autonomy as conductors of their own learning experiences. Through STEAM art and science projects, tinkering with the 3D printer, and constructing remote-control cars and drawing machines with circuits and littleBits, The Maker Club at American Space Madrid is a small representation of the driving force behind ASM—building

autonomous members of society who not only think critically to solve problems, but who also demonstrate empathy and understanding in their collaborative work with others.

Looking forward...

When we think of change in the New Year, it is important to differentiate between technical and adaptive change. We are not simply providing quick glimpses into American culture through our programming at American Space Madrid; we are, instead, agents of change—the connective tissue between the International Institute and society.

It is both our civic and global responsibility to ensure that we are not only driving the collaborative mission of the International Institute and American Space Madrid, but most importantly, that we are providing learning experiences that encompass the very best that we have to offer as a country and modern society.

As we look forward to 2017, American Space Madrid has developed a menu of new programming options that will lift up important ideals and values from American culture, American history, and the American way of life—all with overarching goals focusing on building community, creating agents of change, and developing critical thinking skills through the analysis of real-world issues and the creation of authentic products.

A sneak peak at possibilities to come...

Made in the USA

Building upon the success of The Maker Club at American Space Madrid and growing family interest, Made in the USA will consist of a family maker activity where parents can accompany their child to maker sessions, building capacity and expertise across the ASM community. During each session, families will engage in a sensory STEAM science and art experiment with their child, facilitated by an expert maker in the field. The overarching goal of the activity will be to provide the tools necessary for families to engage in replicable maker activities at home together, limiting "screen time" across the family unit while developing critical thinking skills through creative projects.

The Garden Project at American Space Madrid

Inspired by the mission and vision of the American Community Gardening Association (ACGA), The Garden Project at American Space Madrid will focus on the

creation of an urban community garden at the International Institute.

The urban garden will be a space for community members to engage in bilingual language exchanges, showcase American art and films, participate in ASM events, and grow healthy food. Beginning in February, 2017, participants will engage in a variety of learning experiences focusing on garden



design, community gardening, and sustainability that will culminate in the design and construction of The American Space Madrid Community Garden at the International Institute. Throughout the course of the planning process, participants will compare and analyze American models of community gardens for inspiration, including New York City's Clinton Community Garden.

Family Book Club: American Family Food Stories

The Family Book Club will pair food sustainability stories and American children's literature with short "take home" recipes using food items and ingredients from the text used in each session. All "take home" recipes will be from the United States, focusing on sustainable eating.

During each Family Book Club session, families will listen to and discuss a story with their child and the moderator, addressing topics and big ideas surrounding sustainability and environmental preservation. Families will then return home with their "take home" recipes to engage in a family-focused activity with their child, trying new American dishes and addressing topics from the text. Families and children will complete family photo journals and recipe books to document their collaborative learning experiences and to share their journey with members of the ASM community.

More to come!

With the promise of the New Year, comes the excitement of new opportunities for our community at the International Institute.

Happy Holidays from American Space Madrid!

Artes y Tecnología: el Instituto Internacional impulsa nuevos vínculos institucionales

por Pilar Piñón, Directora Ejecutiva

A lo largo del otoño y con el propósito de ampliar el ámbito de actuación del Instituto Internacional, se han establecido interesantes conexiones con otras instituciones. Entre ellas, destacamos el acuerdo de cooperación con el Teatro Real de Madrid, la primera institución de las artes escénicas de España, y el vínculo con el programa Technovation Challenge, apoyado por la organización norteamericana sin ánimo de lucro Iridescent.

La colaboración entre el Instituto y el Teatro Real se plasmará en la organización de actividades paralelas a las operas norteamericanas programadas por el Teatro Real a partir de la temporada 2017-2018. Para empezar, en los meses de febrero y marzo de 2018 están previstas *Street Scene*, opera americana de Kurt Weill y *Dead Men Walking* de Jake Heggie. El Teatro Real proporcionará al Instituto la oportunidad de organizar en su sede encuentros con los intérpretes de las obras o con el compositor Jake Heggie y posiblemente la retransmisión de las óperas en el Paraninfo. Por su parte, el Instituto acompañará el estreno de estas óperas en la escena madrileña con cursos o talleres del Programa American Cultural Studies como "The Harlem Renaissance" en paralelo a *Street Scene* o "The Key of Redemption" en torno a *Dead Men Walking*. También están previstos ciclos de películas y conferencias.

El Instituto se une así a otros centros culturales de prestigio como el British Council, Goethe-Institut, Istituto Italiano di Cultura o el Institut Français.

Esta colaboración se enmarca en un plan cuyo contexto es más amplio y que tiene como objetivo conectar la programación del Instituto Internacional con los grandes acontecimientos culturales de la temporada madrileña con protagonismo norteamericano. Esta iniciativa ya dio sus primeros frutos el pasado mes de junio con la colaboración establecida con el Museo Thyssen Bornemisza de Madrid a raíz de su exposición "Wyeth: Andrew y Jamie en el estudio".

Por otra parte, American Space a partir del éxito de iniciativas como #GirlsTech, amplía su proyección en este ámbito mediante la colaboración con el programa Technovation Challenge. Se trata de una iniciativa de ámbito mundial que ofrece a niñas y

jóvenes de 10 a 18 años de todos los continentes, la posibilidad de adquirir destrezas y conocimientos para su desarrollo como emprendedoras en el ámbito de la tecnología así como su empoderamiento como líderes.

Ambas iniciativas son el reflejo de la amplitud de ámbitos en los que el Instituto puede desarrollar su misión en la sociedad española del siglo XXI.

El amplio mundo del Instituto Internacional

por Pilar Piñón, Directora Ejecutiva

El próximo año el Instituto celebrará su 125 aniversario. Se conmemorará una trayectoria ininterrumpida de fomento del intercambio cultural y educativo entre España y los EE.UU. en la que el Instituto ha sido el símbolo en Madrid de la mejor tradición norteamericana en la educación.

Reproducimos un fragmento de los recuerdos de María Tresa García Banús (1895-1989), alumna del Instituto entre 1905 y 1913 y sobrina del pintor Joaquín Sorolla, pues expresan bien lo que el Instituto ha significado para aquellos que se han acercado a esta institución a lo largo de tantos años: "un amplio mundo".



Muchachas en San Sebastián, Joaquín Sorolla, 1912. Las dos hijas del pintor (María y Elena) y su sobrina María Teresa García Banús, "la pelirroja".

María Teresa es también un ejemplo de las oportunidades que el Instituto puso al alcance de las jóvenes españolas ya que gracias a sus conexiones con los distintos *colleges* de mujeres en los EE.UU. completó su formación en Vassar College (1918-1919).

Así entré en el Instituto Internacional donde me formé realmente y que constituyó mi vida hasta los 18 años como una de las circunstancias más bellas de mi existencia. La mayoría de las alumnas eran internas y protestantes, procedentes de Andalucía, donde núcleos de ingenieros ingleses habían trabajado en minas y ferrocarriles y habían oreado misiones protestantes. Sin embargo, había otras internas que no procedían de esos medios y en cuanto las externas éramos todas de familias liberales o de la Institución. Fue un nuevo mundo el que se abrió ante mí: de camaradería, de cultura, de intereses intelectuales y de actividades artísticas de todo género. Como estudios se hacía el bachillerato y la Escuela Normal de maestras. Yo empecé enseñada como bachillerato. Se estaba terminando la construcción del gran edificio de Miguel Ángel 8, que aun existe hoy día como Instituto Internacional después de haber pasado algunos años como Instituto Escuela.

El Instituto Internacional fue sin duda el centro cultural para la mujer más importante de aquellos tiempos; los estudiantes participábamos en todo el movimiento intelectual y artístico; se daban conferencias por las personalidades más destacadas del momento; se hacían grandes festejos, funciones de teatro... Es decir, se vivía en un amplio mundo.

Helping teenagers catch up to their peers in English

By Alexa Brooks, Teacher, English Program

Among our youngest Young Learners, we find classes filled with students of varying levels of English, as they begin the journey at different times and in different ways. In the upper level classes for teens, the students have been studying English for many more years and, in general, have a high level. Despite coming from different schools, at the Institute these adolescents are able to converse with their peers who are more or less at the same level of English.

This trimester, however, we have an unusual group of students in our Young Learners 4 class (14 year olds). For a variety of reasons, these students have had less contact with English than other students of their age at the Institute. Therefore, unlike our typical YL student at the upper levels, they have a much lower level of English. We have decided to group them in a class together and refocus our energy on helping them – through a more intensive course – to gain the skills and confidence to catch up to their peers. As the group is small, we can give each student special attention.

Our goal is to increase their English levels by the end of the school year so that they can easily join in with students who have more advanced levels. The course requires hard work on the students' part, and we are

proud of the progress they have already made. We have decided that we must take on this challenge. The students are at an age where if they abandon their study of English because they feel it is something they are "not good at," they might not have the confidence or opportunity to study the language intensively with a native English-speaking teacher in the future.

A teacher in this class can really influence a student's path to future success. The ability to speak English well has become a highly-prized asset in contemporary Spain, and can open doors to career opportunities. With this class, we in the English Program are furthering the educational mission of the Gulicks, even as we find ourselves fortunate to work as teachers to benefit others.

Faculty Profile: Hunter J. McCallister

Mr. Hunter, as he is referred to by his students, is originally from Alaska, where he was born and raised. From Alaska, he moved to Seattle, Washington, where he studied and received a Bachelor's in Science and a Master's in Education from the University of Washington. A self-proclaimed nerd, Hunter loves all things technology and stays up to date with the latest advances. He is an avid cyclist and swimmer.



Hunter has been living in Madrid for the past five years and working as a Science and Technology teacher in various public and private bilingual secondary schools. At the International Institute, he teaches young learners, both in general classes and in a workshop that he developed in which the students are able to do hands-on activities with emergent technology.

"Tiny Music and Movement Time": la Biblioteca también para los más pequeños

por Ana Alonso y Nuria Segui, bibliotecarias

"Tiny Music and Movement Time" nació hace algo más de un año para dar respuesta a la demanda de padres interesados en actividades para niños menores de cuatro años y también por así decirlo, a causa del interés de los propios niños, los hermanos más pequeños que veían a los mayores divertirse en los cuentos de los sábados sin poder participar plenamente.

Desde un primer momento "Tiny Music and Movement Time" formó parte de la programación conjunta de American Space Madrid - Biblioteca y en la actualidad tiene habitualmente el aforo completo.



El propósito de esta actividad, al igual que el ciclo de "Storytelling", es acercar a los más pequeños al lenguaje oral para facilitar después el descubrimiento de la lectura. Tratándose de edades tan tempranas, nos pareció que la música era el mejor canal para lograrlo. Así, los niños con el apoyo de sus padres o acompañantes, se divierten con canciones en inglés acompañadas de movimientos. De este modo contribuimos al desarrollo de sus habilidades sensoriales y psicomotrices.

Alisha Buttke, música profesional y profesora del Programa de Young Learners, es la encargada de realizar esta actividad. Siguiendo su recomendación, la edad de los participantes ha quedado fijada entre los tres y cuatro años pues es a partir de entonces cuando un niño es capaz de acompañar de forma rítmica una canción. A medida que va creciendo mejora su coordinación y sentido del ritmo. Alisha ha podido constatar la evolución en los niños que vienen con asiduidad pues cada vez siguen mejor los movimientos, mantienen un ritmo cada vez más estable y sus dinámicas musicales son más controladas. Inicialmente los instrumentos utilizados en cada sesión eran objetos cotidianos o hechos con material

reciclado de forma que los participantes fácilmente pudieran continuar practicando en casa. Actualmente combinamos también con instrumentos de percusión y con el propio cuerpo, que se utiliza como un instrumento más. La voz complementa a los instrumentos como vía principal de adquisición de vocabulario a través de la letra de las canciones. Globos, cojines o pañuelos ayudan en la parte de coordinación y movimiento.

Los padres que participaron en el primer ciclo de esta actividad con sus hijos, valoraron muy positivamente el planteamiento y desarrollo de la dinámica, las interpretaciones de Alisha con la viola, la utilización de instrumentos y la combinación de juego y canción. La posibilidad de que ambos padres puedan estar presentes participando de forma activa con sus hijos ha sido muy bien recibida.

Poco a poco, "Tiny Music and Movement Time" se ha ido consolidando y creando una comunidad de padres entusiastas que muy probablemente sigamos viendo en años venideros, a medida que sus hijos se vayan incorporando a las actividades para "mayores".

All Hands on Tech!

by Hunter J. McCallister, Teacher, English Program

Electric Skateboards. Drones. Videography. Electric Cars. 3D printing - these are a few of the topics we explore in All Hands on Tech, a new class offered here at the International Institute.

Taught in English, the class focuses on new and emerging technologies and emphasizes student exploration and interactions with them.

In our first class the students began working on some of the finer points of how to handle various wrenches, bolts, wheels, axles, in order to begin assembling a skateboard. We even took a bearing apart to see how it works to let the wheel spin smoothly! Later, the group headed outside to allow some of the students who have never tried an electric skateboard to go for a ride (always with a helmet, of course). We finished the class with an introduction to soldering and practice with the soldering iron!!



Avance de programación Enero 2017

El semestre se inicia en el Instituto Internacional el 4 de enero con la llegada de los tres grupos de MIT a los que se irán sumando gradualmente los de las universidades de Boston, SUNY, Stanford, USC y Syracuse. El 11 de enero comenzará el Trimestre de Invierno del Programa de Lengua y Cultura Norteamericanas y la programación habitual del Instituto. Además de los actos señalados en la Agenda, está prevista la celebración de *It Gets Better* y de *Gay-Straight Alliance* a lo largo del mes de enero. Durante los meses de febrero y marzo, en fecha aún sin determinar, tendrá lugar un *hackathon* que convocará a las 150 niñas que han participado en #GirlsTech, y el Acto de Clausura de la convocatoria actual de #GirlsTech.



Lunes 9

- Coro Fulbright

Miércoles 11

- Reunión del Competitive College Club, EducationUSA

Jueves 12

- ASM Makers Club

Viernes 13

- "Tiny Music and Movement Times"
- Sesión I informativa para padres con MujeresTech
- Concierto de Año Nuevo de ADANAE
- #GirlsTech - Grupo 7

Sábado 14

- Sesión II informativa para padres con MujeresTech
- #GirlsTech - Grupo 8

Lunes 16

- Coro Fulbright

Viernes 20

- Sesión informativa para padres de Makers con MujeresTech
- #GirlsTech - Grupo 8

Sábado 21

- Library Storytelling Mornings para niños de 4 a 8 años
- #GirlsTech - Grupo 8

Lunes 23

- Coro Fulbright

Miércoles 25

- Cine foro
- Reunión del Competitive College Club de EducationUSA

Jueves 26

- ASM Makers Club
- Club de Lectura en español
- Cine foro

Sábado 28

- #GirlsTech - Grupo 8

Lunes 30

- Coro Fulbright

Martes 31

- English Reading Circle - Short Story

International Institute Foundation in Spain

Founded in 1892

Board of Directors

President: Margery Resnick
 Vice-President: Raquel Halty
 Clerk: Thomas M. Hotaling
 Treasurer: Francis V. Lloyd III
 Corresponding Secretary: Theresa Tobin
 Member-at-Large: Urbain DeWinter

Directors:

Karen Arenson, Stanley Brandes,
 Linda Gould Levine, Martha Gray, Álvaro Mendiola,
 Susan L. Solomont, Nicolás Wey-Gómez

Liaison to the Board: Stephen K. Ault
 Business Manager: Michael A. Diorio

Contributions, comments and suggestions may be sent to the International Institute:

Michael A. Diorio, 11 Calvin Drive, Milford, MA 01757, U.S.A.
 Pilar Piñón, Miguel Ángel, 8, 28010 Madrid, Spain

The International Institute Foundation in Spain is a 501 (c)(3) Massachusetts charitable corporation organized in 1892.

Administration in Madrid

Pilar Piñón, *Executive Director*
 Nicole Rosow, *English Program Director*
 Laura Turner, *American Space Director*
 Andrew Bennett, *ACS Director*
 Nuria Seguí, Ana Alonso, *Librarians*
 Juan González, *Facilities Manager*
 María José Cotarelo, *Administration*
 Marian Cortés, *English Office Manager*

Información de contacto

Instituto Internacional en España
 Miguel Ángel, 8 - Madrid 28010
www.iie.es
info@iie.es
 T: 913 081 675

Síguenos en :

