



Modeling Teachers International, Inc.

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Dear Prospective Donor,

Modeling Teachers International (MTI) is passionate about its mission to advance global scientific literacy by promoting model-based inquiry approaches to science instruction, such as the US *Modeling Method of Instruction* and Dutch *Modeldidactiek* (Model Didactics).

We invite you to become a vital financial partner in this work! Your generous support directly empowers science teachers and transforms science education worldwide.

Who are we?

MTI is governed by an Executive Board of eight university faculty and high school teachers with expertise in science education, science-teacher professional development, model-based inquiry—and a deep love for science teachers! Our Founding and Current Board Members hail from such diverse countries as: Australia, Canada, Croatia, Egypt, Germany, Netherlands, and Saudi Arabia. (For current MTI Executive Board biographies, please click *About Us* on the [MTI website](http://modelingteachersinternational.org).)

What have we been up to?

Over the past three years, MTI – and its precursor, the American Modeling Teaching Association (AMTA) Adhoc International Committee – has given science-teacher professional development workshops on model-based inquiry worldwide, including: Egypt (5 days), Hong Kong (2 days, co-sponsored with AMTA), Latvia (6 days across two visits), and the Netherlands (6 days across 3 visits). Further, in Spring 2025, MTI gave an 8-week online course entitled, *Advanced Course in Model Didactics*, that enrolled 21 participants drawn from Egypt, Latvia, Netherlands, and Saudi Arabia. These professional development opportunities are not “one-off events”— they spark lasting change. Participants leave equipped, inspired, and supported long after the sessions end!

Please see the attachment for sample workshop and course comments.

Collectively, MTI’s workshops and courses have impacted more than 100 teachers (almost 200 total registrations), representing well over 10K students. (One Egyptian professor alone reformed her 1000+ student university lecture classroom and labs toward a modeling approach!) In other words, every dollar invested in MTI multiplies into thousands of students experiencing deeper, more meaningful science learning.



Netherlands *Modeldidactiek*
workshop (Fall 2025)

IJMSE

MTI is proud to announce that the International Journal of Modeling in Science Education received 9 manuscripts and is on schedule to publish its first issue Fall 2026!

And *after* our workshops and courses, we stay connected!

Local teachers and teacher-professional learning communities receive ongoing support through joint curriculum-development efforts, *Modeling Lesson Studies* (individualized short courses sponsored by a university), and recently, a new *International Journal of Modeling in Education* (IJMSE), which will feature science teaching and education research articles, editorials, and online videos—all dedicated to propelling new “modelers” and fostering the growth of new international “modeling communities”!

Fall is fundraising season – and we need your help!



MTI’s total annual operating budget is approximately 1200 USD – yes, that’s all!
This budget consists of

- software subscriptions (800 USD)
- website fees (250 USD)
- credit card service for program/ fundraising revenue (150 USD)

Also, to improve our support of international modeling communities, and expand our social-media presence, for 2026-2027, we request the following additional funds:

- part-time support staff (1000 USD)
- curriculum developer (1000 USD)
- video and audio production software (1000 USD)

Your contribution, whether to cover our full operating budget or to support one of the above specific initiatives, directly fuels global science-teacher modeling training model-community building. No donation amount is too small.

If you would like to become a Modeling Teachers International donor, we would be honored! Please complete and return the pledge card below. All pledges will be “called in” **October 1**.

Gratefully,

Dr. Mark Lattery,
MTI Founder and President
Email: modelingteachersinternational@gmail.com



University of Latvia *Model Method of Instruction* workshop (Spring 2026)





**Modeling Teachers International
Donation Card
Fall 2026**

Yes, I would like to become an MTI financial donor!

I/we pledge: _____ USD.

Please apply my gift toward (*please check*):

- ☐ operating expenses
- ☐ part-time support staff
- ☐ curriculum developer
- ☐ video and audio production software
- ☐ *none specified—please use where needed!*

Name(s): _____

Email: _____

Signature: _____

Date: _____

Comments:

Email to: modelingteachersinternational@gmail.com (subject: donation)

Note: All pledges will be “called in” **October 1, 2026**.



Modeling Teachers International Sample Workshop and Course Comments

The entire workshop was just amazing. I loved all the demonstrations, types of models, and connecting dots at the end of experiment. I also loved the way of Prof. Mark explained everything in detail and what we should focus on. I will definitely implement the modeling method next semester for my students.

-Latvian Workshop Participant

Everything that happened during that workshop was more than wonderful, especially the quantity of physical information and teaching method. I especially like how the content was arranged. Dr. Mark's physical questions were immersive and hard to forget.

-Egyptian Workshop Participant

The workshop gave me new insight into whiteboard discussion to reveal student learning: not how well a particular representation of the problem is done, but whether the representations are consistent with one another. I already started implementing this approach in my own lessons.

-Dutch Workshop Participant

What an interesting workshop! We were involved the whole time, experiencing the methods ourselves. Enough time for discussions and assignments was allotted, and in between, there were also suggestions on how to act in the classroom.

-Latvian Workshop Participant

From the first day, my most important takeaway is to design my lessons with the aid of TEAM. I am working in a fragmented way—limping on two legs (Dutch saying). I want to use Modeling instruction, but our current approach is not TEAM oriented. I loved the way everything came together when doing the derivation of the gravitational force. In the beginning I had no clue where the homework or the exercise of the theft of the jewels was leading to!

-Dutch Workshop Participant

The presenter took time overcome the language barrier, whether by the assistance of the interpreter or practicing. I learned skills I have not learned before. I appreciated the instructor. I did not like the short time dedicated to the training!

-Egyptian Workshop Participant

Before the workshop, I was afraid I did not have a sufficient background in physics. But at the end, I learned and understood these aspects of optics for which I had a gap in my knowledge. The environment was really nice, and the atmosphere was “formally informal,” so no one was left out or made to feel dumb. All the modeling concepts seemed logical, even though I haven’t thought about these things before.

-Latvian Workshop Participant

Model Didactics seems to me a powerful way to build systems thinking skills in education. I believe this is of utmost importance in preparing children for an uncertain future, marked by ecological and social challenges.

-Dutch Workshop Participant

After thirty years of teaching and experimenting with inquiry-based learning, something always felt missing. Fully open inquiry lacked structure, and students didn’t always acquire the right knowledge. Model-based didactics fills that gap beautifully. It provides direction while keeping students actively engaged and making their thinking visible. The course offers space to reflect deeply on teaching practice. It rekindles creativity and directly improves lessons. Students are enthusiastic, engaged, and look forward to class — something colleagues also notice. The course is a powerful opportunity for professional growth and discovery of new didactic strategies.

-Dutch Course Participant

Based on shared experiences from various sources, I can affirm that the Model Didactics course is having a transformative impact on participants’ didactic understanding and teaching practice. It helps teachers not only to know what they are doing in their lessons, but more importantly, to understand why. The course has provided a clear framework for functionally activating education. Through a focus on elements, such as *Reflective Writing*, asking the right questions, and a structured cycle of practical sessions and discussions, participants are able to engage their students more effectively—even in classrooms that were previously difficult to motivate.

-Bètapartners Dutch Committee Final Report