

2016 Area Studies & Outreach Conference
Best Practices in Internationalizing Classrooms and Communities

December 1, 2016 | 8:30 am – 5 pm

ABSTRACTS
(in order of appearance)

9:00 – 10:20 **PANEL 1: INNOVATIVE RESOURCES AND SERVICES**

“Exploring History and Literature with K-12 Teachers through On-line Book Groups”

ROBERTA MARTIN, *Director, Asia for Educators, Columbia University -- Weatherhead East Asian Institute*

The Asia for Educators (AFE) program at Columbia has been very successful in attracting teachers to on-line programs that are couched as "book groups" rather than "courses." These are offered through the Nat Consortium for Teaching about Asia (NCTA), and provide professional development hours and eligibility for subsidized travel to Asia.

“The South Asia Book Award: Fostering Partnerships between NRCs and K-12 Educators”

EMERA BRIDGER WILSON, *Associate Director and Outreach Coordinator, South Asia Center, Syracuse University*

In 2009, seven South Asia NRCs came together with the goal of impacting outreach on a national level. The flagship program of the South Asia National Outreach Consortium (SANOC) is the South Asia Book Award (SABA), which recognizes high quality children's and young adult literature, which accurately and creatively represents South Asia and the experiences of South Asians. Since 2012, there have been eight awards given as well as commendations for dozens more, and hundreds of educators and students have learned about these books, their authors, and the context of the stories they tell. In this presentation, I will discuss the ways in which this initiative has 1) improved collaboration among the participating NRCs; 2) raised awareness about the need for more diversity in publishing; and 3) engaged educators and community members through our outreach efforts.

“Publishing in Regional & National Media”

BARBARA BROWN, *Director of the Outreach Program, African Studies Center, Boston University*

Publishing in the print and online media can bring us large audiences, including ones that may be unfamiliar with key events/ resources in our world regions. The focus will be on how to identify interested media sources and then work with them again and again.

“Opening Digital Access: Designing Outreach Platforms”

LILY HERBERT, *Program Assistant, Center for European Studies / A Jean Monnet Center of Excellence, University of North Carolina, Chapel Hill*

As online platforms have become a key channel for area studies centers to reach K-14 educators, effective website design has become critical to engage teachers and connect them with resources and opportunities. This presentation will share an overview of the Center for European Studies' redesigned K-14 outreach platform, and walk participants through best practices concerning website design for outreach purposes. This interactive session will discuss how best practices in design shaped the platform, including methods of streamlining content and increasing visual appeal in order to guide educators quickly and effectively to the resources that best fit their needs. Examples will be shown from the Center's K-12 Teaching the EU Toolkits (lesson plans), and K-14 Business Briefs, microsites, references to external resources, and PD opportunities to illustrate the importance of cohesive, consistent platforms for teacher resources and learning.

“Incorporating Digital Resources for K-16 Teacher Development”

SARAH BROWN, Outreach Assistant, Carolina Asia Center, University of North Carolina, Chapel Hill

Interested in utilizing the new digital era? For Title VI outreach programs, it is imperative to use technological resources to support teachers for many reasons, among them being that web-based resources can reach a wider audience and alleviate monetary and location strains. In this talk, I will demonstrate how the Carolina Asia Center has centered its digital resources around educator preferences and authenticity; authenticity that should follow the guidelines of having a real-world application and a legitimate source. The Carolina Asia Center’s book database was built around teacher recommendations, while utilizing University resources to verify its credibility. We promote our relationships with other Title VI centers through advertising their resources in our lesson plans and professional development databases. These lists create a range of options for educators to choose from. Web-based resources are a useful tool in beginning to build a new outreach program. The Carolina Asia Center has started to create online lesson plans that are developed around standards for teachers’ appeal and authenticated by UNC-CH faculty.

“Transformative Journeys: Challenges and rewards of internationalizing faculty experience”

THAMORA FISHEL, Associate Director, Southeast Asia Program, Cornell University

While partnerships with schools of education and community colleges, often rely on connections with faculty who already have international experience in at least one part of the world, engaging faculty for whom overseas experience is unfamiliar terrain poses particular challenges. It also has transformative potential that may extend far beyond the immediate outreach project, with lasting (but difficult to measure) impact on students and curriculum. This presentation tells the story of an education faculty member with no prior international experience and his trip to Myanmar to prepare for a new course that involved a cross-cultural, online student exchange. As most of us know, transformation is rarely painless or instantaneous, and the discomfort that was evident at many points in the project provide clues to deeper changes taking place. Using this case study as a guide, we explore ways we can balance the compulsion to show immediate, quantifiable outcomes with planting seeds and tapping into the potential latent in the individual teachers we work with.

10:30 – 11:50

PANEL 2: SCHOOL AND COMMUNITY PARTNERSHIPS

“Teacher Fellowships Program & Integrating NYC DOE Accreditation for K-12 Outreach Programs”

DIANA SHIN, Outreach Administrator, The Hagop Kevorkian Center for Near Eastern, New York University

The Hagop Kevorkian Center for Near Eastern offers Teacher Fellowships to outstanding K-12 educators, which provides a grant stipend, mentoring services from a NYU faculty member, and borrowing privileges at NYU libraries. The past two summers, we have also offered our Summer Institutes for “p-credit,” in partnership with the New York City Department of Education (DOE)’s After School Professional Development Program (ASPDP), enhancing the impact and reach of our programs. We would like to share with other Title VI NRCS our experience and knowledge of administering these complementary outreach programs. (This is just a preliminary abstract and title). I would rework these if selected to present.

“UO CAPS NRC K-12 Outreach: Language and culture in the classroom”

HOLLY LAKEY, Program and Grant Coordinator; KATIE GILLARD, Master Teacher/Consultant, Center for Asian and Pacific Studies; MICHELLE CROWSON, Graduate Teaching Fellow, Center for Asian and Pacific Studies, University of Oregon

From its inception in 1987, CAPS has engaged in K-12 outreach and our activities have expanded during our time as a National Resource Center. We continue to partner with the Jordan Schnitzer

Museum of Art on campus, as well as with our Language Teaching Specialization Masters students, K-12 teachers, and local artists and visiting scholars, to provide outreach to schools and the public throughout Oregon. The JSMA serves an average of 10,000 students each year through its K-12 outreach programs, and has become a leader in coordinating art education with state benchmarks through interdisciplinary K-12 curriculum on East Asia. Our teacher training activities highlight East Asian content from the collection housed in the JSMA. Large events, such as the Lunar New Year Celebration and Oregon Asian Celebration, provide opportunities for local students and families to be exposed to art and culture activities like calligraphy, brush painting, musical and dance performances, dragon puppet theater, and tea ceremonies. East Asian-themed spring and summer break classes keep students entertained while teaching them about elements of Asian culture, such as the samurai of Japan and art in Korea. Through our partnerships with local artists, visiting scholars, and Oregon public and private schools, we have begun offering an “Artist in Residence” experience, in which an expert in Asian art and culture visits local schools, giving lessons in their specialty. CAPS also partners with UO graduate students in the Language Teaching Specialization program to support the After School program at Edison Elementary titled “Chinese Language and Culture Club.” Graduate students use the club as part of their practicum teaching experience. They develop curriculum based on a “voyage through China,” which fosters interaction with maps, audio-visuals, and hands-on language and culture tasks as they “travel” through Chinese locations. One of our most innovative and collaborative projects is our “Teach Asia” program, which integrates East Asian culture and language into K-12 reading and writing instruction. These modules and activities are consistent with Common Core objectives and have themes from a wide range of regions, fields, and time periods such as South Korean Robotics, Japanese Population Crisis, and Chinese Creation Myths. Modules provide teachers with detailed lesson plans, thematic reading, discussion questions, writing prompts, peer evaluation resources, and audio-visual materials. This process of module development is informed by K-12 teacher feedback. In the summer of 2015, we hosted a K-12 Teacher Training Workshop, where the modules were provided and methods for incorporation were discussed. Through an interactive blog, teachers download modules and activities and provide feedback on the resources. A second workshop held this summer worked to refine efforts with teacher feedback, and we’ve moved toward incorporating more multimedia and interactive materials and building activities that can be brought into many kinds of classrooms. This process of feedback and revision makes this a truly teacher-driven program.

“Promoting Critical Language Study at the K-12 Level: The case of Russian”

MARK TROTTER, Associate Director/Outreach Coordinator, Russian and East European Institute, Indiana University

This presentation will provide an overview of extensive outreach efforts in support of Russian language instruction as undertaken by the Russian and East European Institution of Indiana University. Among the major activities to be surveyed: after-school programs for Russian as a foreign and heritage language, contests of Russian language for middle and high school students, in-service training and support for K-12 teachers of Russian language.

“Global-to-Local Service-Learning Initiative”

NICOLE PALASZ, Program Coordinator, and **DINA M WOLF**, K-16 Outreach Coordinator, Institute of World Affairs and Center for International Education, University of Wisconsin-Milwaukee

The Global-to-Local Service-Learning Initiative is a program developed by the University of Wisconsin-Milwaukee’s Institute of World Affairs (IWA) in partnership with the local school district, Milwaukee Public Schools (MPS). This large urban district serves families frequently facing challenges related to poverty, segregation and violence. Our initiative is designed to engage Milwaukee residents, and youth in particular, as active citizens addressing local manifestations of global issues in our own community. Service-learning is an instructional practice that connects classroom studies with the care and concern students naturally have for their world. Through investigation, planning,

reflection, and youth-led action, students join with community partners to solve problems, meet needs, and make things better in their schools, their neighborhoods, and around the world. The initiative is designed to accomplish three main goals: first, to allow students to fulfill a service-learning graduation requirement; second, to foster awareness of how local and global issues are connected; and third, to empower students to effect change in their communities and beyond. Through interactive workshops, curricular support, and opportunities to interact with global changemakers, this initiative engages both K-12 educators and students in exploring intersections between local and global challenges and identifying opportunities to take action. The initiative will be highlighted in November as an “innovation for democracy” at the 2016 World Forum for Democracy in Strasbourg, France.

“Outreach to K-14 Communities Through University Student Service Learning”

ELIZABETH BUCREK, *Carolina Navigators Program Manager and Instructor, University of North Carolina, Chapel Hill*

Looking for a way to enrich the education of both the university students at your institution, and the K-14 students throughout your state, through engaged global learning? The Carolina Navigators program illustrates how service learning can result in high quality, free, global education resources for the K-14 community. This presentation will focus on a model for a non-credit, hybrid online/face-to-face, service learning experience for undergrads, at The University of North Carolina, Chapel Hill. UNC students in the program create culture kits and videos, and give virtual presentations throughout the semester, to a partner middle school. University students benefit from this on-campus global experience by having the opportunity to share and process their experiences abroad, while gaining intercultural, technology, and leadership skills. K-14 students and educators benefit from virtual student speakers who provide learning beyond the walls of the classroom, and authentic culture kits created by students with international expertise. The service learning experience allows the program to reach K-14 communities all over the state, with a small budget, and without ever leaving campus! During the 2015-2016 academic year, 45 UNC students completed 1,659 service learning hours to have an impact on 51,025 K-14 students, and 1,454 educators, from 144 different schools in 46 NC counties, by sending out 641 culture kits, doing 16 virtual presentations, and creating 30 new videos. The presenter will reveal the semester service learning experience syllabus, and examples of online weekly modules. In addition, she will explain the details of the online booking system, and how the program uses it to efficiently organize teacher requests for global resources.

“Illinois International Educator Advisory Board: Participatory and reflective K-12 outreach programming”

DUANE JOHANSEN, *Outreach Coordinator, Center for East Asian and Pacific Studies*; **SEBNEM OZKAN**, *Outreach Coordinator, European Union Center*; **ALEJANDRA SEUFFERHELD**, *Outreach Coordinator, Center for Latin American and Caribbean Studies*; **JEREMIE SMITH**, *Outreach Coordinator, Center for Global Studies*; **ANGELA WILLIAMS**, *Associate Director, Center for South Asian and Middle Eastern Studies, University of Illinois at Urbana-Champaign*

University of Illinois' Outreach Coordinators will discuss joint initiatives and programs designed to build and strengthen relationships with K-12 schools in our region. The K-12 Educator Advisory Committee is a group of K-12 teachers, librarians and administrators that meet 3-4 times per semester to discuss the six University of Illinois Area Studies Centers' outreach programs. This diverse group of educators provide valuable insights into how to best support teachers' instructional goals and reach a broad group of K-12 students. Three examples of successful teacher and school partnerships will also be discussed: the *International Scholars in the Classroom* program, the Oakwood Junior High School International Festival, and the Fisher High School classroom partnership.

“Sustained Engagement with K-12 Teachers: Exploring the year-long fellowship model”

EMMA HARVER, Program/Outreach Coordinator, Duke-UNC Consortium for Middle East Studies, Duke University / UNC-Chapel Hill

How can outreach professionals best engage with teachers on an ongoing basis? Sustained, innovative engagement with educators effectively increases content knowledge and supports the incorporation of new material in the classroom. The Global Islam and the Arts Teacher (GIAT) Fellows Program is an intensive, year-long professional development program for K-12 educators. In conjunction with the 2016-2017 Carolina Performing Arts season, the GIAT Fellows Program features an exploration of Muslim cultures through music, dance, and dramatic performances, integrated with readings, scholarship, discussion, and pedagogy. The program aims to deepen teachers' understanding of global Islam through a cultural arts perspective while dispelling misconceptions and encouraging culturally responsible teaching in the K-12 classroom. The program also aims to establish a strong cohort of 15 Fellows, who will continue to collaborate with one another and serve as teacher leaders in their various schools and districts upon completion of the program. The GIAT Fellows Program is an interdisciplinary and collaborative project of several units across campus, including the Duke-UNC Consortium for Middle East Studies, Carolina K-12, UNC African Studies Center, Carolina Performing Arts, Carolina Asia Center, and UNC World View.

“Successful Strategies for NRC Engagement with Pre-service Teachers”

KEIRA PHILIPP-SCHNURER, Supervisor of Community Education Programs, Latin American & Iberian Institute, University of New Mexico

This presentation addresses the Latin American & Iberian Institute (LAI) at the University of New Mexico (UNM) success in developing outreach initiatives to meet the unique needs and interests of pre-service K-12 educators enrolled in teacher education programs and alternative licensure programs. Through collaborative partnerships with faculty members from the UNM College of Education and nearby Central New Mexico Community College (CNM), the LAI has designed creative programming that enhances the foundational knowledge of pre-service teachers by bringing area studies regional content into K-12 classrooms. This discussion outlines the evolution of our initiatives from the initial needs assessment through actual implementation.

“Connecting Regional Content and Pedagogy Through University Collaboration”

ANNA MUDD, Curriculum and Digital Project Coordinator, Davis Center for Russian and Eurasian Studies, Harvard University

For the past four years, Harvard regional studies centers have collaborated to offer 4-day global studies summer institutes for K-12 and community college educators. Starting in 2013, this work expanded to include collaboration with the Harvard educational think-tank Project Zero, on both the summer institute as well as a year-long Globalizing the Classroom fellowship for teachers, intended to extend and deepen engagement with the institute's theme. The collaboration offers a model for connecting regional studies content developed in Title VI centers with specific pedagogical frameworks and tools for classroom application. Particular strategies are used within the four-day summer session, and throughout a series of online fellowship webinars during the school year.

“Developing Area Studies Certificate Programs for Educators”

BREEANNA ELLIOTT, Outreach Specialist, African Studies Center, Boston University

In our presentation, we will focus on the recent development of our Teaching Africa Teacher Certification Program, which offers a certification for educators who complete a curriculum created by our African Studies Center. We will offer an overview of our particular programming, which includes academic, pedagogic, and mentorship components, and then provide steps for other centers and programs to follow in designing and implementing their own certificate offerings.

2:25 – 3:45

PANEL 4: ENGAGEMENTS WITH COMMUNITY COLLEGES AND MINORITY-SERVING INSTITUTIONS

“Approaches to Partnering with Community Colleges and Minority-Serving Institutions on Curriculum Development”

AMY CAREY, Senior Assistant Director, East Asian Studies Center, and EILEEN KUNKLER, Assistant Director, Center for Slavic and East European Studies, Ohio State University

The Ohio State University’s East Asian Studies Center (EASC) and Center for Slavic and East European Studies (CSEES) will share the successes and challenges of various approaches to partnering with community colleges for curriculum development. EASC will feature their collaboration with Columbus State Community College which culminated in the development of eight video modules on Chinese, Japanese, and Korean history for inclusion in CSCC’s world history courses. OSU faculty, staff, and graduate students worked in close partnership with CSCC faculty and high school teachers to develop and implement the material into the CSCC and College Credit Plus program curriculum and also make it available worldwide via YouTube. EASC’s other collaborations on language curriculum development, course support, and collaborative lecture series with community colleges and minority-serving institutions will also be discussed. CSEES will share information about two different programs that it is part of to support curriculum development at minority-serving institutions and community colleges. First, it has partnered with the Senior Lecturer at Howard University to support and enhance Russian language and area studies coursework through guest lectures, research and curriculum development funds, and conference networking opportunities for faculty and students. Second, CSEES has worked with four other Russian/East European and one Inner Asian and Uralic Title VI National Resource Centers to organize a national curriculum development stipend competition that has resulted in the development of seven new or redesigned area studies courses in two years.

“We Are Changing: How partnerships with MSIs and community colleges enhance opening access initiatives”

BARBARA ANDERSON, Associate Director and Outreach Coordinator, Associate Director, African Studies Center; THUPTEN NORBU, Interim Director and Outreach Coordinator, Carolina Asia Center; and RICKY HURTADO, International Center, Student Latino Initiative, University of North Carolina at Chapel Hill

This panel presentation will discuss ways in which UNC’s “Opening Access Initiative” to increase Area Studies participation by under-represented students has been enhanced by our partnerships with MSIs and Community Colleges. The University of North Carolina at Chapel Hill is currently home to 6 NRCs (Africa, Asia, Europe, International, Latin America, and Middle East), which collaborate extensively in outreach and evaluation activities, leveraging both NRC and institutional funds in a multi-pronged commitment to being truly “The People’s University.” Examples of this commitment include outreach to Latino high school students and families, support and collaboration with Asia Studies (and other) faculty at NC MSIs, and deep qualitative evaluation of MSI and Community College collaborations. The work of NRCs for our proposed MSI/CC collaboration priority at UNC has changed staff and faculty understandings of the factors that promote under-represented students in participating in Area Studies education.

Cross-Disciplinary, Collaborative Approaches: What’s the world got to do with it?

MEREDITH CLASON, Associate Director, Center for East European and Russian/Eurasian Studies, University of Chicago; and ANN PETERS, Director of Development and Outreach, Pulitzer Center on Crisis Reporting

The four NRCs at UChicago have been working with the Pulitzer Center on Crisis Reporting to provide professional development and internationally-focused programming for faculty and students at the City Colleges of Chicago to meet the Competitive Preference Priority mandating work with community colleges and MSIs. We’re making progress on a Campus Consortium model that is taking

root and would like to share our story and also open dialogue about what other centers are doing to meet this CPP. I would like to present on this topic with a colleague from the Pulitzer Center on Crisis Reporting. Please let me know if this seems a good fit for your schedule.

“Internationalization and Inclusion: Refugees in Community colleges”

BRENNA FITZGERALD, *Communications and Outreach Coordinator, Southeast Asia Program, Cornell University*

Community colleges across the United States have increasingly diverse student bodies as more and more refugees and new arrivals to America enroll in institutions of higher education. This diversity has enormous potential for cross-cultural exchange, yet also poses challenges for faculty and administrators to create an inclusive educational environment. In order to explore the tapped and untapped potential for internationalizing and enriching the community college experience for all students, the Cornell University Southeast Asia Program outreach in collaboration with Syracuse University’s South Asia Center, Onondaga Community College, Mohawk Valley Community College, and Cornell University’s Mario Einaudi Center for International Studies and South Asia Program held a conference in November 2016 called “Internationalization and Inclusion: Refugees in Community Colleges.” The conference focused on refugee education at community colleges, hoping to raise awareness of refugees’ experiences and to explore ways in which this awareness can be used to internationalize, or include more global context, in course curricula. This conference created space for ongoing discussions around best practices for initiating administrative and curricular changes across campuses with the goal of fostering global learning and encouraging cross-cultural understanding. While presentations provided background and contextualized the arrival of recent refugees from South, Southeast Asia, and Somalia focusing on Bhutanese Nepali, Burmese/Karen, and Somali-Bantu communities, participants at the conference also learned from community colleges that have successfully engaged refugee students and integrated their culture, history, and communities into the educational landscape of their campus.

“Exploring India: Navigating the pitfalls of short term study abroad”

RICHARD D. MCLAIN, *Onondaga Community College, State University of New York*

Onondaga Community College (OCC), located in Syracuse, NY, and the Cornell-Syracuse University Consortium for South Asia have partnered on several initiatives during the current Title VI grant period. One of the most fruitful was the creation of a study abroad opportunity for OCC students to travel to India in March 2016. This program was linked with coursework on campus prior to departure to fully prepare students for this exciting opportunity. Curricular support and guest lectures were provided by the South Asia Center at Syracuse University as well as financial resources to make sure that the program was affordable for the students. Dr. Richard McLain, Professor of History at OCC, will discuss the opportunities and challenges that came from this experience and make suggestions for those who might be interested in such future collaborations.