

# VIRTUAL CONFERENCE ON GLOBALIZATION AND INTERNATIONALIZATION OF TEACHER EDUCATION AND RELATED SUBJECT



## ORGANIZED BY

THE INTERNATIONAL STUDIES CONSORTIUM OF GEORGIA (ISCOG) CELEBRATING 30 YEARS OF SERVICE - CONFERENCE AND CONSORTIUM EXECUTIVE DIRECTOR: RAJGOPAL SASHTI

**FRIDAY, OCTOBER 6, 2023 - 8:30 AM - 4PM EST**  
Registration

## JOINTLY SPONSORED BY

THE NATIONAL RESOURCE CENTERS OF INDIANA UNIVERSITY: CENTER FOR THE STUDY OF GLOBAL CHANGE, AFRICAN STUDIES PROGRAM, CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES, CENTER FOR THE STUDY OF THE MIDDLE EAST, EAST ASIAN STUDIES CENTER, INNER ASIAN AND URALIC NATIONAL RESOURCE CENTER AND THE ROBERT F. BYRNES RUSSIAN AND EASTERN EUROPEAN STUDIES CENTER

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Jacksonville State University (AL), Middle Georgia State University, South Georgia State College, Tennessee State University, University of North Georgia.

Draft Agenda – 8:30 a. m. – 4:00 p.m. Eastern Time

**Morning**

**GLOBAL COMPERTENCE 101**

**Dr. Vesna Dimitrieska**, Global Education Initiatives Coordinator, School of Education and the Hamilton Lugar School of Global and International Education, Indiana University Bloomington

Question and Answer

Refreshment Break

**VIRTUAL CLASSROOMS IN TEACHER EDUCATION PROGRAMS**

**Dr. Laura Liu**, Assistant Professor, Curriculum and Instruction; Coordinator, English as a New Language (ENL) Program, Indiana University Columbus

**Dr. Martha Nyikos**, Associate Professor, Curriculum and Instruction and Culture, and Language Education, Indiana University Bloomington

Question and Answer

**Lunch Break (1 hour)**

**Afternoon**

**INTERNATIONALIZING SCIENCE EDUCATION**

**Dr. Gayle Buck**, Professor and Associate Dean for Research and Development, Indiana University Bloomington

**Dr. Sumreen Asim**, Associate Professor, Elementary Science and Technology Education, Indiana University Southeast

**Dr. Allison Freed**, Assistant Professor and Program Coordinator of the Instructional Technology, University of Central Arkansas

Question and Answer

Refreshment Break

**ASSESSING GLOBAL EDUCATION WITH PRE-SERVICE TEACHERES**

**Dr. Shea Kerkhoff**, Assistant Professor, Educator Preparation and Leadership, University of Missouri–St. Louis

Question and Answer

Closing Remark and Adjournment

## **Why should faculty members and administrators in teacher education and related areas participate and benefit from the conference?**

In today's world, every modern discipline has a global connection and conversations with faculty members and administrators in schools of education and others in the field reveal that there needs to be greater focus on globalizing/internationalizing teacher education in all its dimensions. On a related matter, due to the fact that teachers are agents rather than objects of change, many experts believe that there should also be greater emphasis on providing professional development opportunities for teacher education faculty members and administrators to focus on global and cultural competence and civic engagements.

With the support of Indiana University Global Studies Center and its leaders in the College of Education, the conference will create a venue for discussion of key issues, Innovative approaches, opportunities, best practices and strategies in the globalization/internationalization of teacher education and related courses. As a result of globalization of curricula and programs in teacher education, colleges of education can foster the further development of teachers with a global vision and understanding and who can contribute to the education of tomorrow's global citizens.

The meeting will also allow academics in teacher education to explore new possibilities and collaborate on strategies to ensure that teachers and classrooms have the capacity to provide opportunities for students to gain the global competency skills and knowledge they need to live and work productively in a dynamic and interdependent world.

### **Bios of Presenters and Host**

#### **Dr. Vesna Dimitrieska, Global Education Initiatives Coordinator, School of Education and the Hamilton Lugar School of Global and International Education, Indiana University Bloomington.**

Vesna's work focuses on expanding the world language programs in K–12 education across Indiana as well as internationalizing P–16 education. Also, she has been involved in Indiana University's Global Classrooms initiative that focuses on virtual exchanges with academic institutions across the world. Vesna's research interests include language teacher identity, reflective practices of teacher educators, instructional practices in various language immersion programs and curriculum internationalization. She has published articles and book chapters and leads joint IU Hamilton Lugar School of Global and International Studies NRC Title VI Centers/IU School of Education teacher workshops and other professional development events. Vesna is the 2020 national recipient of the Best Practice Award in Support of Global and International Perspectives from the American Association of Colleges for Teacher Education, the 2020 national award winner of the National Network for Early Language Learning, and the 2014 Paul Simon Award recipient for the Promotion of Language and International Studies (group award for the work on the Indiana University NRC's Title VI Project, Bridges: Children, Languages, World project).

#### **Dr. Laura Liu, Assistant Professor, Curriculum and Instruction; Coordinator, English as a New Language (ENL) Program, Indiana University Columbus**

Laura completed her doctoral degree in multicultural teacher education at The George Washington University (2010) and her postdoctoral degree on teacher education faculty international professional development (2014) at Beijing Normal University's Center for Teacher Education Research (BNU CTER), where she also served as an Assistant Professor (2014-2015). She began her teaching career as a high school ENL program coordinator and World Literature teacher, and earned her National Board Certification in teaching English Language Arts (2004). Before coming to IUPUC, she taught graduate and undergraduate courses at BNU, the University of San Diego's School of Leadership and Education Sciences, and the University of Southern California's online MAT program. Laura's research is shaped by three primary lines of inquiry: *glocalization, diversity sustaining pedagogies, and teacher educator international professional development*. She integrates art-based approaches in teaching and research, and has published a children's book series on environmental sustainability, initiated with *Turtle's Treasure*. Laura's teaching practice has been highlighted in *The Republic*: <http://go.iu.edu/2aRR>

### **Education**

- Postdoctoral Degree in Teacher Education Research, Beijing Normal University Center for Teacher Education Research (2014)
- Ed.D. in Curriculum and Instruction, The George Washington University, Washington D.C. (2010)
- M.Ed. in Education, Stanford University, Stanford, CA (2000)
- Secondary Teaching Credential in English with Certificate in Cross-cultural Language and Academic Development (CLAD), Stanford University, Stanford, CA (2000)
- B.A. in English with Creative Writing, Minor in Human Biology, Stanford University, Stanford, CA (1999)

#### **Dr. Gayle Buck, Professor and Associate Dean for Research and Development, Indiana University Bloomington**

Science is an increasingly significant part of our society; not only is it a critical component of a student's educational experience but is essential for understanding and addressing many of society's most pressing challenges. Unfortunately, many students continue to be under-served by science education, jeopardizing their ability to attain their career goals and become active citizens, and ultimately costing the nation the contributions they might have made. Science education reform initiatives promote a vision of science education for all students. Increasing these calls for science education reform, equity and accountability are occurring at the same time that our

understanding of 'all students' is expanding in U.S. classrooms. This increasing diversity of the student population coupled with differential science performance among demographic groups makes the goal of a quality science education for all a major challenge. My continuing goal is to be a significant contributor to our community by increasing our understanding of and efforts in preparing educators to teach science to an increasingly diverse student population. I continually confront the intersecting forces that shape the actual experiences of my students (current/future science educators). I integrate my teaching, research and school engagement in a manner that simultaneously satisfies rigorous research requirements and promotes education improvement for all by preparing educators for the complex realities of classrooms. My research objective is to further enhance our understanding of the complexity of teaching science to an increasingly diverse student population. To that end, I have developed a research agenda that is informed by my strengths, experiences, and interests. My scholarship focuses on: (1) student populations traditionally under-served by science education, and (2) neglected epistemological assumptions in science teaching. My methodological approaches are pragmatic, participatory and mixed. At the core of my teaching is a belief that teaching in authentic, increasingly diverse social contexts has little resemblance to the objective and unproblematic teaching strategies often given to future/current educators. There is no universal remedy for the achievement gaps in science education. Different prior understandings, learning styles, school environments, communities, and attitudes toward learning require different instructional approaches. What science educators need is an understanding of their students, content, context, and the strengths and weaknesses of a myriad of instructional approaches. Educators must be prepared to engage in informed systematic inquiry of their practice in a manner that will lead to enhanced learning experiences for all of their students. To this end, my scholarship both guides and informs my teaching.

**Dr. Sumreen Asim, Associate Professor, Elementary Science and Technology Education, Indiana University Southeast**

Sumreen currently teaches science, mathematics, and educational technology courses to both elementary and special education majors at the undergraduate and graduate level. She earned her doctorate from the University of North Texas in Curriculum and Instruction. Over the last two decades she has focused her work to share, love and grow with fellow educators. Her work includes supporting preservice and in-service teachers in implementing inquiry-based instructional approaches. Her research interests are in collaborative efforts STEM education, culturally responsive teaching, inclusive pedagogy, and educational technology. She has managed several internal and external grants during her tenure at IUS. Additionally, she is an active member of several professional organization and loves to serve the science education community. She is the current co-chair for the Critical Theory in Teaching and Technology SIG for the Society for Informational Technology and Teacher Education and previously co-chaired the SITE Science SIG .

**Dr. Allison Freed, Assistant Professor and Program Coordinator of the Instructional Technology, University of Central Arkansas**

Allison holds a B.S. in Secondary Education from Central Michigan University and a Ph.D. in Educational Psychology and Education Technology from Michigan State University. Allison also holds a teaching license in secondary science. Before joining the UCA faculty in January 2022, Dr. Freed spent six and a half years at the University of the Ozarks in Clarksville, Arkansas where she was an Associate Professor of Science Education and the Director of Teacher Education. Her research focuses on the long-term, transformational impact of international experiences on the culturally responsive teaching practices of in-service teachers. She is also working on an action research project focused on globalizing rural science education. In addition, she currently serves as the Arkansas Association of Teacher Educators (ArATE) President.

**Dr. Shea Kerkhoff, Assistant Professor, Educator Preparation and Leadership, University of Missouri-St. Louis**

Shea Kerkhoff is an Assistant Professor of literacy and secondary education at the University of Missouri-St. Louis. She holds a Ph.D. from North Carolina State University in Curriculum and Instruction with a focus in literacy and language education. Dr. Kerkhoff utilizes mixed methods to investigate critical, digital, and global literacies. Her research centers on integrating inquiry-based global learning with adolescent literacy instruction. For her dissertation study, she was named an International Literacy Association Outstanding Dissertation Finalist and earned the first-place award at the North Carolina State University Graduate Student Research Symposium. Her work has been published in *Teaching and Teacher Education*, *Reading and Writing: An Interdisciplinary Journal*, and *Reading Research Quarterly*. She taught high school English for seven years, including North Carolina and District of Columbia Public Schools and currently serves as Assistant Editor of English Education, a National Council of Teachers of English journal. She also serves as Going Global, Inc.'s Education Director and previously served as 4 the World's Education Director. In this capacity, the International Literacy Association awarded her the Constance McCullough grant to conduct inquiry-based digital literacy professional development and research with teachers in Kitale, Kenya. She is affiliated faculty with the Missouri Language and Literacies Center and in 2018 was named a Longview Foundation Global Teacher Educator fellow. Dr. Kerkhoff is passionate about literacy education at home and abroad.

**Director Raj Sashti.** Before joining Reinhardt University, Raj was an Associate Professor of Geography and in academic administration at half-dozen public universities and colleges in Georgia including the Georgia Institute of Technology – Sam Nunn School of International Affairs. During his 50+ years of service to higher education, he has been awarded more than \$5,000,000 grants by the U.S. Department of Education, Council for the International Exchange of Scholars, and other organizations. Over the years, Raj has also received three Fulbright Specialist grants and three Fulbright Fellowships to study and travel in Germany, Japan, and Brazil. In addition to serving as an advisor to several major research universities across the U.S., he has traveled around the globe directing Fulbright funded faculty development programs in more than two dozen countries of Europe, Asia, the Middle East, Africa, and Latin America. Raj has two M. A. degrees in Geography, one from the University of Akron, Ohio, and the other from Osmania University, Hyderabad, India.