



**AAC&U**

NOVEMBER  
12-14  
ONLINE

# CONFERENCE ON GLOBAL LEARNING

## WEDNESDAY, NOVEMBER 12

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**12:00 pm – 1:30 pm Eastern**  
**Opening Plenary**

### **Opening Plenary**

#### **"What's Going on? Advancing Global Learning in these Times"**

*Samia Chasi, Head, Internationalisation and Strategic Partnerships Office, University of the Witwatersrand; Cara Krezek, Chief Purpose Officer and Founder, The Talent Strategy Collective; Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities (AAC&U)*

The conference will kick off with a vibrant panel discussion centering on the most pressing questions and issues in global learning today. Attendees will have the opportunity to submit questions for plenary panelists during the session.

**1:30 pm – 1:45 pm**  
**Break**

### **Break**

**1:45 pm – 2:45 pm Eastern**  
**Concurrent Sessions 1**

### **CONCURRENT SESSIONS 1**

**1:45 pm – 2:45 pm Eastern**  
**Dialogues for Learning and Panel Discussions**

### **Dialogues for Learning and Panel Discussions**

*The following sessions are 60 minutes each.*

#### **FEATURED SESSION: Democracy Around the World**

*Nancy Thomas, Senior Advisor to the President for Democracy Initiatives and Executive Director, IDHE, American Association of Colleges and Universities (AAC&U); Archon Fung, Director, Ash Center for Democratic Governance and Innovation and Winthrop Laflin McCormack Professor of Citizenship and Self-Government, John F. Kennedy School of Government, Harvard University; Robert Quinn, Executive Director, Scholars at Risk Network; Suzanne Spaulding, Senior Advisor, Defense and Security Department, Center for Strategic and International Studies (CSIS)*

Is democracy around the globe in decline? Decades ago, democracies abruptly ended as a result of a violent coup. Over the past decade, however, democracies erode less dramatically, usually in the hands of elected leaders. Once in office, leaders with authoritarian aims dismantle or undermine key pillars of democracy: the rule of law, systems of checks and balances, an independent judiciary, the free press, dissenting speech, and academic freedom. They undermine stable government functions to create chaos, exhausting denizens to the point where they give up. Or they tap into the anger of everyday citizens who feel mistreated by democratic systems. What do students need to know about this global pattern? And how can postsecondary education advance student agency and voice for improving and defending democratic norms and practices.

1:45 pm – 2:45 pm Eastern  
Concurrent Sessions 1

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

**A Multidisciplinary Community of Global Learning: Meeting Student, Faculty, and Institutional Goals**

*Phyllis Conn, Associate Professor, St. John's University; Zoe Petropoulou, Associate Professor & Senior Director for Global Engagement, St. John's University; Heidi Upton, Associate Professor, St. John's University*

This session aims to bring attention to an innovative, affordable global experience, the Global Passport Program (GPP), offered to students at St. John's University. Designed specifically for first- and second-year students taking courses in the Core Curriculum, it extends the work of a semester-long course into the global context, with a weeklong academic experience in either Paris or Rome. Through courses such as First-Year Seminar and First-Year Writing and introductory courses in theology, philosophy, English, foreign languages, and speech, students apply global learning mindsets to disciplinary understandings and concepts. During this session, participants will engage in interactive dialogue with session leaders and other participants, learning not only about the GPP program and specific iterations of the course by session presenters, but having the opportunity to share initiatives at their own institutions that bring similar or very different opportunities to students.

**Global Citizenship Education in an Age of Deglobalization: How Can We Move Forward Together?**

*Stephanie Doscher, Senior Fellow for Program Development and Engagement, Global Citizenship Alliance; Reza Fakhari, President & CEO, Global Citizenship Alliance*

As deglobalization fragments international ties, the need for global citizenship education (GCE) has never been greater. Climate change, resource scarcity, and human rights challenges demand collaborative solutions—yet traditional international partnerships are increasingly fragile. How do educators build sustainable alliances for global learning when the world seems to be pulling apart? This interactive session will address the urgent need for innovative global citizenship education partnerships through immersive role-play scenarios. You'll step into leadership roles within colleges and universities, NGOs, and private industry, collaborating to design global learning experiences that build essential competencies despite geopolitical challenges. Working in small groups, you'll tackle real scenarios and ideate national, international, and intersectoral partnerships that connect action with global understanding. Through hands-on problem solving, discover how strategic partnerships can deliver transformative global citizenship education that prepares students for an interconnected yet fragmenting world. Leave with concrete partnership models and actionable strategies for your campus.

1:45 pm – 2:45 pm Eastern  
Concurrent Sessions 1

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

**Essential Foundations: Institutional Approaches to Global Career Readiness**

*Brian K. Brubaker, Assistant Vice Provost for Global Learning, Penn State University Park; Ann Hubbard, Affiliate, Gateway International; Hal Matthews, Associate Director, Global Careers, Duke University; Richard K. Spicer, Assistant Director for Global Outreach, Penn State University Park*

As institutions find themselves under increasing pressure to equip students for a competitive, global workforce, innovative programming and the engagement of alumni can offer a compelling resource for soon-to-be graduates. Learn how three institutions are approaching this opportunity and engage with fellow participants in dialogue around how your organization can launch or enhance its own global career readiness programming.

**From Emergency Response to Strategic Asset: Scaling Virtual International Partnerships Beyond the Pandemic**

*Michelle S. Cochran, Clinical Assistant Professor, University of Kansas Medical Center; Kimberly Connelly, KUMC Senior International Officer, University of Kansas Medical Center*

Transform your institution's approach to international partnerships through our faculty-centered virtual collaboration model. The University of Kansas Medical Center will share details of its strategic virtual programming that has engaged hundreds of students across six continents, demonstrating how to build sustainable, equitable international relationships. Discover how to leverage virtual platforms that eliminate socioeconomic barriers and power imbalances while creating authentic cultural exchange. Our collaborative online international learning (COIL) framework prioritizes faculty relationship-building as the foundation for lasting partnerships, resulting in collaborative, ongoing professional opportunities. This interactive dialogue session will provide actionable frameworks, including virtual assessment tools, Fair Trade Learning continuums, and faculty development opportunities that transform individual exchanges into institutional collaborative networks. Through structured breakout discussions and collaborative problem-solving, participants will develop implementation strategies for scaling virtual exchange institutionally while maintaining fairness and sustainability. Leave with practical tools, assessment strategies, and a roadmap for positioning virtual international partnerships as strategic institutional investments that deliver measurable outcomes.

**Reframing Readiness: A Global Educator Development Model for Workforce, Civic, and Community Impact**

*Marius Boboc, Dean, University of Missouri-St. Louis; Nancy M. Pratt, Executive Director, Cleveland State University*

As global challenges reshape education and employment, international educators are being called to prepare students for both career success and civic

**1:45 pm – 2:45 pm Eastern  
Concurrent Sessions 1**

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

responsibility. This interactive session will introduce a new professional development initiative designed by a US-based college of education to support international educators in integrating global learning and workforce development. Presenters will share a conceptual model that connects global competencies with workforce readiness, civic engagement, and institutional change. Participants will engage in hands-on activities, explore draft program components, and provide feedback to shape the initiative's future. Ideal for educators, administrators, and global learning leaders, this session will offer practical strategies and a collaborative space to rethink how we prepare educators, not just students, for a world defined by complexity, interdependence, and uncertainty.

**Advancing Global Mobility for Institutional Strategy and Student Success**

*Katie McAllister, Vice President and Chief Learning Officer, WASC Senior College and University Commission; Maria Toyoda, President and CEO, WASC Senior College and University Commission; Fernando León-García, President, CETYS University; Ainhoa Uribe Otalora, Vice-Rector for Internationalisation, CEU San Pablo University*

The WASC Senior College and University Commission (WSCUC) invites you to an interactive panel exploring student mobility as a strategic driver of student success and institutional excellence. In a globally interdependent world, mobility is more than study abroad—it's a structured, intentional approach to helping students earn credit, gain meaningful international experience, and return enriched academically and professionally. WSCUC President Maria Toyoda will share how internationalization aligns with accreditation standards and creates a foundation for trusted global partnerships. Panelists, including experienced peer reviewers and institutional leaders, will discuss how mobility pathways can expand access, enhance quality, and prepare students for global careers. Participants will gain insights into developing reciprocal student exchange models, fostering collaboration across borders, and aligning mobility with institutional outcomes. In the absence of a national framework like Erasmus, this session highlights how accrediting bodies and institutions can lead the way in designing high-impact, globally aligned mobility strategies.

**1:45 pm – 2:45 pm Eastern  
Concurrent Sessions 1**

**Ideation Sessions: Global Engagement for Career and Future Readiness**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Grace Sims, Graduate Student/Assistant, Indiana University - Bloomington*

**Global Internships Reimagined: Tracking Career Readiness Across Disciplines Through Faculty-Led Abroad Programs**

*Catherine F. Coe, Director, Competency Development and Program Evaluation, University of Florida; Pingchien Neo, Director, International Engineering Programs, University of Florida; Christine Richmond, Associate Director, Beyond120, University of Florida*

How can global internships help students understand their career readiness in tangible, measurable ways? This Ideation Session will explore a faculty-led internship abroad program in Singapore that integrates professional experience, intercultural learning, and career development across majors. Using pre- and post-surveys based on the National Association of Colleges and Employers (NACE) Career Readiness Competency Assessment Tool and supported by a student engagement platform, the program captures how students grow in key competencies such as communication, teamwork, and global fluency. Early data and reflections raise critical questions about linking global learning with employability metrics. Attendees will engage in dialogue around assessment strategies, intercultural preparation, and scalable practices to better connect global experiences with career outcomes. Feedback from the session will inform future iterations of the program and its assessment tools.

**The World Is Your Workplace: Bridging Global Learning and Career Readiness Through Communication Curriculum**

*Sarah M. Schiffecker, Lecturer & Assistant Director of International Graduate Student Affairs, Texas Tech University*

In this Ideation Session, participants will explore how to design communication-focused course assignments that simultaneously build global competence and career readiness. Drawing on a case study from Texas Tech University, the presenter will share successful models for embedding intercultural teamwork, global problem-solving, and media analysis into undergraduate communication curriculum. Participants will then engage in a hands-on design lab where they rework or create assignments that help students become more globally aware and professionally prepared. The session is ideal for educators seeking transferable tools and strategies that connect global learning with employer expectations.

## Conference Day One: Wednesday, November 12

### 1:45 pm – 2:45 pm Eastern Concurrent Sessions 1

#### **Ideation Session: Full Participation in Global Learning**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Estrella C. Rodriguez, Faculty - Experiential Learning, University of Central Florida (UCF)*

#### **Approaching Internationalization as a Global Learning Ecosystem**

*Joseph G. Hoff, Director, Office of Global Education and Engagement, University of North Carolina at Charlotte*

Comprehensive internationalization has traditionally focused on structures and programs within an institution. By approaching comprehensive internationalization as an ecosystem with global learning outcomes as the primary goal, the focus of internationalization shifts from organizational structure and programs to what is needed to nourish and sustain the desired curricular outcomes and student learning. In this session, we will explore this global learning ecosystem approach as well as a rubric to assess progress in attaining it.

### 2:45 pm – 3:15 pm Break

#### **Break**

### 3:15 pm – 4:30 pm Eastern Concurrent Sessions 2

#### **CONCURRENT SESSIONS 2**

### 3:15 pm – 4:30 pm Eastern Ideation Sessions

#### **Ideation Sessions: Making the Case for Global Learning / Global Engagement for Career and Future Readiness**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Elizabeth A. Wood, Director, Associate Professor of the Practice, University of Notre Dame*

#### **Promoting Media Literacy and Digital Verification Skills in the Twenty-First-Century Classroom**

*Erick Cañez, Master of Information Technology Management, Universidad Tec Milenio; Adriana C. Neyra, Computer Engineering, Universidad Nacional Autónoma de México; Darío E. Rodríguez, Computer Engineering, Universidad Nacional Autónoma de México; Dagny L. Valadez, M.A Mexican contemporary literature, Universidad Nacional Autónoma de México*

In today's digital world, misinformation and fake news challenge educators and students alike. This interactive session will explore practical strategies and accessible tools for teaching media literacy and digital verification skills. Participants will discover how to leverage fact-checking platforms, academic databases, and innovative pedagogical approaches to help learners critically

## Conference Day One: Wednesday, November 12

### 3:15 pm – 4:30 pm Eastern Concurrent Sessions 2

#### **Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

evaluate information, make ethical decisions, and become responsible digital citizens. Join us to gain actionable insights and resources that will transform your classroom into a hub of informed, resilient learners prepared for the challenges of the information age.

#### **Multiculturalism in Global Health Care: A Symposium**

*Arla G. Bernstein, Associate Professor, Mercer University*

Cultural diversity has become increasingly important in health care and educational settings, and many associated organizations are implementing intercultural communication training programs. For example, vulnerable populations often have significant health literacy difficulties and are challenged by intercultural communication barriers. In making sense of health information, members of vulnerable immigrant populations are desperately in need of culturally relevant and accurate health information that is culturally sensitive. This interactive, synchronous session will provide opportunities for audience participation.

### 3:15 pm – 4:30 pm Eastern Innovation Sessions

#### **Innovation Sessions: Community Building for the Collective Good / Global Engagement for Career and Future Readiness**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Steve E. Grande, Assistant Professor and Program Director, College Student Personnel Administration, James Madison University*

#### **Cultivating Moral Courage Through Equity-Focused Community-Centered Design in Advancing the UN SDGs**

*Mandy Bratton, Founding Executive Director, Center for Global Sustainable Development, University of California-San Diego (UCSD)*

In a world where artificial intelligence (AI) can generate code in seconds but can't choose whether to empower or exploit, tomorrow's changemakers need more than technical skills—they need moral courage, cultural humility, and a deep commitment to equity. This Innovation Spotlight will introduce Equity-Focused Community-Centered Design (EFCCD), a transformative five-stage framework rooted in the University of California San Diego Global TIES program that reimagines students not as problem solvers but as co-learners alongside community partners. A lightning case study from a multiyear solar project in rural Philippines will illuminate how EFCCD translates ethical intentions into real-world impact—building local capacity while advancing the United Nations Sustainable Development Goals (UN SDGs). Attendees will leave with bold, practical strategies to embed EFCCD into learning experiences that cultivate not just smarter students but more just and courageous ones.

**3:15 pm – 4:30 pm Eastern**  
**Concurrent Sessions 2**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Lessons of the Zarzo: Weaving Bridges to Connect Pennsylvania and Panamá**

*Erika M. Sutherland, Professor of Spanish, Muhlenberg College; Kerry W. Tripp, Principal Lecturer & Faculty Lead for Online and Hybrid Instruction, University of Maryland School of Public Health*

Technology offers the possibility of expanding opportunities for our students, but it can also highlight radical disparities among different communities. In this session, we will share insights from a course that leverages current technologies to bridge these disparities here and abroad. Muhlenberg College's Spanish/Public Health class builds a foundation of public health and global health but devotes much of the course to legal and ethical issues in global public health and health care. Students learn cultural competency by working in class in small groups to answer daily ethical hypotheticals. The international aspect of the course readily allows students to reflect on inequities in health care beyond their own communities, incorporating social determinants of health and legal and ethical concerns raised. Our goal is to create more equitable learning partnerships that unite communities across international, cultural, linguistic, and socioeconomic differences.

**Future-Ready and Borderless: How Remote International Internships Advance Equity and Global Career Competencies**

*Jillian Low, Chief Strategy Officer, Virtual Internships*

As institutions seek scalable, impactful ways to embed global learning across programs and learner populations, remote international internships offer a compelling model—one that combines professional skill development with meaningful cross-cultural engagement. This session will explore how the intersection of remote and international produces compounding outcomes for students and institutions alike. Drawing on case studies from a diverse set of institutional types—including urban access-oriented universities, regional public colleges, rural campuses, and globally distributed higher education networks—we'll examine how this model is being used to reach international learners, rural students, and nontraditional populations often excluded from traditional global learning. Participants will review design frameworks, evidence of impact, and strategies for alignment with institutional priorities around employability, access, and intercultural learning. This session will benefit global learning leaders, career services, and academic departments seeking innovative, future-ready approaches to experiential education that meet the needs of today's diverse learners.

**3:15 pm – 4:30 pm Eastern  
Concurrent Sessions 2**

**Innovation Sessions: Elevating and Integrating COIL and Virtual Exchange  
Concurrent Sessions 2**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Hope Windle, Director, State University of New York College at Oneonta (SUNY)*

**Ecosystems of Global Competence Powered by Virtual Exchange—with  
Campuses at the Core**

*Timothy Jacob, Director, Traveler Programs, Reach the World*

Looking for innovative, sustainable ways to expand global learning on your campus and beyond? Join this session to discover how Reach the World's proven virtual exchange model connects study abroad students, K–12 classrooms, international visitors, and local employers in a self-sustaining ecosystem of global competence and career readiness—with campuses at the core. Learn how to leverage your institution's existing assets to create scalable, inclusive global learning experiences that extend well beyond traditional study abroad. You'll leave with practical tools, real-world impact data, and a clear roadmap to build or enhance your own global learning ecosystem.

**Peer Review? Student Peer Evaluation as a Culturally Responsive Practice in  
Virtual Exchange**

*Laura Cruz, Research Professor, Penn State University Park; Noel Habashy, Associate Teaching Professor, Penn State*

You are invited to join us as we share the results of our research study that examines a specific pedagogical practice—student peer evaluation—in the context of a virtual exchange project completed by students from Pennsylvania State University (USA), Riga Straddins University (Latvia), and Moscow State University (Russia). For the exchange, students worked synchronously and asynchronously in cross-institutional groups to develop projects related to specific commodities in global agriculture (e.g., coffee). The US instructor suggested that the students (n=81) evaluate the contributions of their teammates using the twelve-item Cultural Humility Scale. Findings reveal significant differences in how students from the respective universities approached the peer evaluation task, which suggests the need not only for cultural and intellectual but also pedagogical humility. The presenters will provide recommendations for further research as well as practical lessons learned for other educators wishing to implement similar strategies in their virtual exchange instruction.

**Turning Sand into PEARLS: An Evidence-Based Model of Desirable Difficulties  
in Virtual Exchange**

*Laura Cruz, Research Professor, Penn State University Park; Sherry Robinson, Associate Professor, Penn State Hazleton*

We invite you to join us and learn more about the PEARLS framework, which highlights important skills/mindsets [persistence, empathy, adaptability,

**3:15 pm – 4:30 pm Eastern**  
**Concurrent Sessions 2**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

relationships (connectedness), lifelong learning, and self-awareness] that can be fostered through the transformative learning experiences of handling difficulties and challenges (e.g., Mezirow's "disorienting dilemmas," desirable difficulties, constructive failure) in virtual exchanges. Based on data collected from twenty-three virtual exchange projects (within one US institution), the PEARLS framework is inspired by the process by which the oyster turns a grain of sand into a thing of beauty that would not have existed had the challenging situation not arisen. In the same way, the authors argue that the experience of tackling and overcoming the challenges of collaborating with partners in another country during a virtual exchange creates deeper learning than would occur if every step of the process had gone smoothly.

**Intentional Pedagogy in Teacher Preparation Programs Using COIL/Virtual Exchanges**

*Diana Fenton, Associate Professor, College of St. Benedict and St. John's University; Allison Spender, Professor, College of St. Benedict and St. John's University*

Curious about how virtual exchange can transform teacher preparation? This session will explore a four-week collaborative online international learning (COIL) project that connected US and Brazilian preservice teachers focused on the United Nations Sustainable Development Goal 4: Quality Education. Participants analyzed comparative education data and developed global competence through synchronous learning activities, guided reflections, and a group research project. Discover how thoughtful design—featuring expert guest speakers, culturally focused icebreakers, ongoing reflections, and a scaffolded research project—helped students grow in their understanding of education systems, intercultural communication, and global issues. Presenters will share preliminary outcomes, including increased cultural awareness and the ability to view education through a global lens. This session will offer practical insights and lessons learned from implementing COIL in teacher education, including strategies for building background knowledge, navigating communication differences, and supporting equitable collaboration. Join us to reimagine how global learning can shape teaching in a globally connected world.

**3:15 pm – 4:30 pm Eastern  
Concurrent Sessions 2**

**Innovation Sessions: Making the Case for Global Learning / Global Engagement for Career and Future Readiness**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Christina Lee*

**Partnership-Driven Global Learning Models for Student Growth and Community Impact**

*Beth Romanski, Program Manager, Research Associate II (Faculty), Johns Hopkins University*

This session will feature a case study from Johns Hopkins University's Gupta-Klinsky India Institute (GKII), which transformed a simple travel award into a robust global experiential learning program. The Girish and Himangi Rishi Student Travel Awards (GHRSTA) support graduate students in conducting community-centered research with faculty mentors and institutional partners in India. The program's success lies in its layered support structure: US faculty mentors, India-based collaborators, and peer mentors guide students through culturally immersive research experiences. Donor support and targeted communications aim to sustain and expand the program during a time of global health funding cuts. Presenters will share practical strategies for aligning protocols, rubrics, and mentorship models with institutional and community learning outcomes. Participants will receive adaptable tools and templates for building equitable global programs—especially valuable for institutions navigating decentralization, equity concerns, or limited infrastructure.

**UVM GO: Pre-Orientation Global Opportunities for Incoming Students**

*Caitlyn Clark, UVM GO Program Manager, University of Vermont*

Can you imagine sending twenty incoming students to Iceland or Costa Rica for a six-day experiential learning trip before the semester begins? Hosting pre-orientation programs in cities like San Francisco and New York City to explore global issues in local contexts? Or inviting new students to move in early for intercultural engagement experiences across the campus and community? UVM GO is a new initiative at the University of Vermont that introduces first year students to global and intercultural learning, while helping them build community, curiosity, and confidence in their college transition. UVM GO International, UVM GO Cities, and UVM GO Community offer diverse entry points into global engagement. Now in its third year, UVM GO continues to evolve, generating new data and insights each step of the way. Presenters will share key reflections from the program's first three years, along with an emerging assessment framework and long-term goals to measure impact and support institutional storytelling. Attendee insights and feedback are highly encouraged, as this is still a new and evolving program!

## Conference Day One: Wednesday, November 12

### 3:15 pm – 4:30 pm Eastern Concurrent Sessions 2

#### **Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

#### **Intercultural Growth: A Novel Assessment Tool + Results**

*Christy F. Brady, Associate Professor, University of Kentucky - Lexington, KY; Liz Combs, Assistant Professor, University of Kentucky; Brendan O'Farrell, Assistant Professor, University of Kentucky*

This session will introduce a novel assessment tool designed to measure student growth in intercultural attitudes, skills, and knowledge through education abroad. This low-cost, adaptable assessment tool is grounded in the AAC&U VALUE Rubric for Intercultural Knowledge and Competence. The tool was piloted at a large R1 institution during summer 2024 and showed student intercultural growth from short-term programs. Presenters will share the tool, methodology, and findings, along with insights into how administrators and program directors are using the results to strengthen program narratives and improve education abroad offerings.

### 3:15 pm – 4:30 pm Eastern Workshops and Panel Discussions

#### **Workshops and Panel Discussions**

*The following sessions are 75 minutes each.*

#### **From Study Abroad to Lifelong Advantage: Small-Group Travel as a Catalyst for Career and Future Readiness**

*Michele A. Bartosek, Senior Lecturer, Central Michigan University; Alina Brown, Student, Central Michigan University; Kennedy Burns, student, Central Michigan University*

What happens when global learning is intentionally designed to build not only cultural awareness but also career readiness? This interactive session will explore how small-group, faculty-led study abroad programs foster the real-world competencies today's employers seek—intercultural communication, adaptability, teamwork, and global perspective. Through the lens of custom-curated travel experiences aligned with the United Nations Sustainable Development Goals, participants will discover how immersive learning prepares students for careers in an interconnected world. The session will feature both faculty and student co-presenters, with students sharing firsthand how their international experiences shaped their confidence, future plans, and ability to navigate complex global challenges. Attendees will leave with practical tools for designing or enhancing programs that connect global engagement with professional development, including strategies for collaboration with career services, reflective assignments, and inclusive practices. The session is ideal for educators, program directors, and administrators seeking to reimagine study abroad as a catalyst for lifelong impact.

**3:15 pm – 4:30 pm Eastern**  
**Concurrent Sessions 2**

**Workshops and Panel Discussions (cont'd)**  
*The following sessions are 75 minutes each.*

**Enhancing Global Learning Using Open Access Resources from the Council on Foreign Relations**

*Steven G. Jones, Associate Professor of Political Science, Georgia Gwinnett College - Lawrence; Abigail Meert, Associate Director, Teaching and Learning, Council on Foreign Relations*

This workshop will introduce audience members to CFR Education's more than seven hundred free, nonpartisan, multimedia teaching and learning resources in support of global learning. CFR Education resources are designed for access and accessibility, as well as ease of use for educators. In this session, participants will be introduced to the resources and topics available through CFR Education; identify one or more topics relevant to their courses; develop a lesson plan based on their topics; share their lesson plans with peers; and participate in one of CFR's mini simulations.

**Bridging Digital Divides: AI, VR, and Critical Digital Literacy in Global South Educational Partnerships**

*Cynthia Tysick, Innovative Pedagogy and Creative Spaces Librarian, State University of New York at Buffalo (SUNY)*

Participants will explore practical strategies for developing sustainable digital literacy programs that center local knowledge systems while leveraging cutting-edge technologies such as artificial intelligence (AI), virtual reality (VR), and offline digital libraries. The session will highlight lessons learned from training more than twenty-six thousand educators across Enugu State, Nigeria; implementing offline digital libraries; and creating AI literacy curricula adapted for diverse cultural contexts. Through case studies of successful virtual reality applications in African educational settings and culturally grounded approaches to AI education, attendees will gain actionable frameworks for developing ethical, equitable global learning partnerships that harness technology's potential while respecting local expertise and priorities.

**Advancing Internationalization and Global Engagement: Action Planning for Comprehensive Faculty Development**

*Betsy Eudey, Professor of Gender Studies and COIL Coordinator, California State University Stanislaus; Shradha Tibrewal, Professor MSW Program and Program Coordinator MSW Hybrid Program, California State University Stanislaus*

This session will engage participants in the creation of a mission- and value-aligned faculty development action plan to support micro- and macro-level internationalization and global learning efforts on their campuses. Our approach to internationalization/globalization is holistic and scaffolded in nature, as participants in faculty development activities build foundational knowledge, learn and practice application strategies, and promote institutional change. This work extends a model of faculty development initially developed to support institutional commitments to equity, social justice, and antiracism. While

## Conference Day One: Wednesday, November 12

**3:15 pm – 4:30 pm Eastern**  
**Concurrent Sessions 2**

### **Workshops and Panel Discussions**

*The following sessions are 75 minutes each.*

focused on faculty, this approach is transferable to other contexts/audiences as its concepts, theories, structure, and format are rooted in principles of the science of learning.

**4:30 pm – 4:45 pm**  
**Break**

### **Break**

**4:45 pm – 5:45 pm Eastern**  
**Concurrent Sessions 3**

### **CONCURRENT SESSIONS 3**

**4:45 pm – 5:45 pm Eastern**  
**Dialogues for Learning and Panel Discussions**

### **Dialogues for Learning and Panel Discussions**

*The following sessions are 60 minutes each.*

#### **AI and Virtual Exchange: Bridging the Divide Between the Global North and South**

*Mona Pearl, Assistant Professor, Wilkes University*

Join us for an insightful session on the transformative power of artificial intelligence (AI)-enhanced virtual exchange (VE) in higher education. This session will explore how AI tools can promote interdisciplinary collaboration, business, and social responsibility, and address global learning inequities. The Global South is emerging as a key player in innovation and education, driving future economic growth while challenging traditional North-dominated educational frameworks. The session will explore the role of AI-powered VE, including adaptive learning platforms, AI-driven translation, and immersive experiences, in breaking down barriers, amplifying underrepresented voices, and facilitating authentic dialogue between Global North and South partners. Participants will discuss structural disparities in digital infrastructure, ethical concerns surrounding AI in education, and the importance of reciprocal partnerships. Through real-world case studies, the session will explore the practical implications of AI-powered VE in fostering inclusive global learning and preparing students for leadership in a digitized economy.

#### **Accessible Horizons: Expanding Access for Students with Disabilities in WPI's Global Projects Program**

*Kathleen Head, Director of the Global Experience Office, Worcester Polytechnic Institute; Krista Miller, Assistant Director of the Global Experience Office, Worcester Polytechnic Institute*

Worcester Polytechnic Institute (WPI) is a recognized leader in global project-based learning and has made it an institutional and academic priority. Through its commitment to “Global Projects for All,” WPI provides every undergraduate student with the opportunity to participate in global project experiences. As student needs evolve, WPI is reimagining how to support learners in navigating today’s global challenges. This session will explore how WPI is addressing rising demand for global opportunities while ensuring equitable and inclusive access

**4:45 pm – 5:45 pm Eastern**  
**Concurrent Sessions 3**

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

for all students, including those with disabilities. Drawing upon our work associated with the IDEAS Grant, we will address accessibility, in the context of global learning, for students with mental health, neurodiverse, and physical or sensory disabilities. Participants will engage in dialogue and ideation around fostering inclusive global learning environments. This session aims to inspire actionable strategies that promote accessibility and belonging in global education.

**Beyond Compliance: Advancing Accessibility and Inclusion in Virtual Exchange/COIL**

*Celine Blondeau, Campus Director, EPF School of Engineering; Jayson J. Deese, Virtual Exchange Manager, Indiana University Indianapolis; Betsy Eudey, Professor of Gender Studies and COIL Coordinator, California State University Stanislaus; Hope Windle, Director, State University of New York College at Oneonta (SUNY)*

This interactive session will explore how upcoming Americans with Disabilities Act (ADA) regulations and global accessibility standards impact the design and delivery of virtual exchange (VE) and collaborative online international learning (COIL) initiatives. By centering universal design for learning (UDL), the session will move beyond compliance to promote sustainable, inclusive approaches to global online collaboration. Presenters will offer comparative insights into accessibility laws and share examples of both successful and problematic VE/COIL practices. Through breakout discussions and collaborative problem-solving, participants will explore strategies for designing accessible VE/COIL collaborations, supporting faculty and students and advancing institutional equity goals with accessible VE/COIL collaborations. Participants will leave with practical resources and new insights into building global learning environments that are inclusive by design.

**Days of ORIGIN: Confronting Systems That Divide to Build Communities That Heal**

*Stephanie Akunvabey, Chief Diversity Officer, Pace University; Carolanne M. L Clark, Coordinator, Division of Opportunity and Institutional Excellence, Pace University*

This session will explore Days of ORIGIN, a university-wide initiative at Pace University that engages students, faculty, staff, and community partners in dialogue about systems that divide and the shared humanity that can unite us. Inspired by Isabel Wilkerson's *Caste: The Origins of Our Discontents* and the film *Origin*, the program examines casteism across global contexts and invites reflection, conversation, and action through a series of events. Participants will explore how Days of ORIGIN fosters inclusive community building through global learning and civic engagement. The session will highlight lessons learned from the 2025 program and share emerging plans for 2026. Through interactive dialogue, attendees will consider strategies for ethical engagement, cross-cultural connection, and institutional transformation. This session will offer

**4:45 pm – 5:45 pm Eastern**  
**Concurrent Sessions 3**

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

practical insights for educators and practitioners seeking to create healing, justice-oriented learning communities rooted in empathy, equity, and collective good.

**Encouraging Student and Faculty Full Participation in Global Learning**

*Olga Bedoya Arturo, Director of Academic Services & Student Success, University of Central Florida; Michelle Dusseau, Senior Lecturer - Nicholson School of Communication, University of Central Florida; Wendy S. Howard, Director - Pegasus Innovation Lab, University of Central Florida; Oliver McSurley, Director of Study Abroad Unit, University of Central Florida; Estrella C. Rodriguez, Faculty - Experiential Learning, University of Central Florida (UCF)*

What are some of the initiatives of your institution to advance student and faculty full participation in global learning? In this panel, we will overview some of the activities on our campus and as part of study abroad, which have motivated students and faculty alike to partake in global learning efforts. Whether it is at one of the study abroad centers in Spain or Costa Rica, or watching a game on campus with a conversation partner, students can benefit from developing cross-cultural skills needed for today's workplace. Faculty can also be recognized for their efforts to bring global learning courses into their curriculum. How do you relate to similar initiatives? Do you think global learning is getting enough attention on your own campus?

**Launching a Global Learning Strategy at Michigan State University: From Forming a Steering Committee to Implementing an Action Framework**

*Leticia Cherchiglia, Global Teaching and Learning Specialist, Michigan State University; Senta Goertler, Professor of Second Language Studies and German, Michigan State University; Opal Leeman Bartzis, Assistant Dean for Global Learning and Innovation, Michigan State University; Luna Lu, Senior Innovation Officer, Michigan State University*

This session will offer the rare opportunity to closely examine the process of developing a university-wide global learning strategy from the point of original concept development through to implementation at the individual unit and faculty/staff levels. Even more rare is the benefit of viewing this multifaceted and often complicated process through four unique panelist perspectives: steering committee co-chair, faculty member, global learning fellowship designer, and administrator responsible for concept socialization and fostering campus buy-in. The critical relationship between attending to professional development of faculty/staff and global learning strategy success will be emphasized. This deep dive into the recent experiences of Michigan State University will provide detailed and vulnerable insights with actionable takeaways for institutions at any stage of design of a similar initiative.

**4:45 pm – 5:45 pm Eastern  
Concurrent Sessions 3**

**Ideation Sessions: Elevating and Integrating COIL and Virtual Exchange**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15-minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Elizabeth A. Wood, Director, Associate Professor of the Practice, University of Notre Dame*

**Piloting a COIL/VE Module from Spanish for Health Care and Human Services (USA) and Technical English for Psychology (Spain): The Role of Art Therapy in the Healing Process**

*Natalia Santamaria-Laorden, Professor of Spanish, Ramapo College of New Jersey*

The objective of this presentation is to share a collaborative online international learning (COIL) pilot module designed to engage students in discussions on the relevance of world languages in health humanities from Ramapo College of New Jersey (USA) and University of Deusto (Spain) in spring 2026. Specifically, the hybrid nature of the module endeavors to provide students with an understanding of the healing process that encompasses psycholinguistic studies of the importance of the use of the first language in health care in communicative exchanges, reflections on how historical backgrounds help define somebody's identity, and the role of the patients' cultural agency. The specific activity is inspired by Harvard University's Cultural Agency Initiative, as well as one project from the textbook *Spanish for Health Care and Human Services: An Interdisciplinary Approach* (Cognella, 2022). The COIL projects analyze the encounters between health care practitioners, interviewers, and patients as intersubjective process of meaning production.

**Bridging Classrooms and Cultures: Building Effective COIL and Virtual Exchange Partnerships**

*Heaven Hollender, Clinical Associate Professor, Indiana University Indianapolis (IUI); Annabell Türk, Assistant Director, Indiana University Europe Gateway, Berlin, Indiana University Indianapolis (IUI)*

In today's globalized higher education landscape, forging effective international partnerships is essential for enhancing curricula and preparing students for the complexities of working and communicating in an interconnected world. Collaborative online international learning (COIL) and virtual exchange (VE) offer scalable, cost-effective platforms to promote cross-cultural collaboration without the constraints of traditional study abroad. This session will present proven strategies for establishing and maintaining successful COIL partnerships, such as fostering faculty trust, aligning course objectives, and addressing institutional challenges such as differing academic calendars and time zones. Attendees will receive practical guidance on incorporating VE into existing programs to improve students' intercultural communication, critical thinking, and global competence. We will also examine robust assessment methods to demonstrate the impact of COIL on student learning outcomes. Through interactive discussions, faculty and administrators will be equipped with actionable tools and insights to enhance their global engagement initiatives and foster institutional innovation.

**4:45 pm – 5:45 pm Eastern  
Concurrent Sessions 3**

**Innovation Sessions: Global Engagement for Career and Future Readiness /  
Leveraging Technology for Global Learning Innovation**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Christina Lee*

**Career Exploration and Skill Building Through a Collaborative Online Course  
Connecting Biotechnology Students in the United States and Japan**

*Stefanie Chen, Teaching Associate Professor, NC State University*

This interactive session will present a course model that integrates cultural appreciation, career exploration, and professional skill building into a collaborative online international learning (COIL) experience connecting students from the United States and Japan. Designed for undergraduate and graduate students in the biotechnology field, the course engages participants in structured virtual teamwork and reflective assignments, including résumé and cover letter writing, peer review, and mock interviews. Cross-cultural collaboration is embedded through peer activities and feedback sessions, helping students develop both global competencies and career readiness. Preliminary survey data indicate student appreciation of the career planning tools; future studies are being designed to assess cultural appreciation and global learning outcomes. During the session, participants will use live polling and collaborative tools to reflect on their own practices, share assessment strategies, and codevelop ideas for integrating professional development into their own globally connected programs.

**Leveraging GenAI in Inclusive Education**

*Nikola Zivkovic, Education Consultant, SIT World Learning*

This session will explore how generative artificial intelligence (GenAI) can transform inclusive education by personalizing learning for students with special needs and learning difficulties. Participants will discover how AI tools can adapt content in real time, offering tailored tasks and support to ensure equitable access and improved outcomes for all learners. Through practical examples and a brief interactive segment, attendees will gain insights into integrating AI into their own educational contexts, enhancing both teaching effectiveness and student engagement. Join us to explore innovative solutions for creating inclusive, adaptive learning environments using AI.

**Global Awareness and Religion: What Do They Have to Do with My Health  
Care Science Degree or My Interior Design Degree or My Dance Degree?**

*Pennie Pinkerton, Assistant Accounting Professor, Brenau University; Mary Johnson, Executive Director, Center for Teaching & Learning, QEP, & Institutional Effectiveness, Brenau University*

Eighty-five percent of the world's population identifies with one or more religious traditions. Unfortunately, open dialogue about differing religious beliefs is often considered a sensitive topic and is frequently avoided. In an increasingly interconnected world, foundational knowledge of diverse cultural

## Conference Day One: Wednesday, November 12

**4:45 pm – 5:45 pm Eastern**  
**Concurrent Sessions 3**

### **Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

and religious backgrounds is not only relevant but essential. While careers in education, health care, and business may more readily recognize the value of this understanding, fields such as the arts, exercise science, and STEM disciplines also benefit significantly. Professionals in these areas routinely engage with global audiences and must navigate a wide range of beliefs and practices—from dietary customs and clothing norms to life-cycle rituals and holiday observances. This presentation will explore practical strategies for fostering global awareness in the classroom. Through course-based examples, I will share tools and techniques that have proven effective in engaging students with the complexities and richness of the world's religious and cultural diversity.

**4:45 pm – 6:00 pm Eastern**  
**Break**

### **Break**

**6:00 pm – 7:00 pm Eastern**  
**Concurrent Sessions 4**

### **CONCURRENT SESSIONS 4**

**6:00 pm – 7:00 pm Eastern**  
**Conversation Session**

### **Conversation Session**

**Moderators:** *Kris Acheson-Clair, Director, Purdue University; Arnd Wächter, CEO/Founder, Crossing Borders Education; Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities (AAC&U)*

Join with fellow conference attendees for an opportunity to gather and discuss current issues, challenges, and opportunities in global learning in higher education today. This session will be highly interactive, and participants will be invited to participate in small group and large group interactions throughout the session.

**6:00 – 7:00 pm Eastern**  
**Dialogues for Learning and Panel Discussions**

### **Dialogues for Learning and Panel Discussions**

*The following sessions are 60 minutes each.*

#### **Building Workforce Readiness Through VE/COIL and the NASA GLOBE Program**

*Larisa K. Schelkin, GIO STEPE/Teaching Faculty/CEO, NASA GLOBE GIO STEPE/UNITAR Global Diplomacy FACULTY/Global STEM Education Center, Inc*

This session will explore how virtual exchange (VE) and collaborative online international learning (COIL) can be leveraged within Career and Technical Education (CTE) programs to build workforce readiness. Led by NASA GLOBE's national lead for CTE and workforce development, the session will present a hands-on model that uses citizen science tools and low-cost environmental sensors to engage students in collaborative, data-driven learning across US classrooms. Participants will examine how GLOBE-aligned activities help students develop technical and communication skills valued in today's job market, and how instructors can integrate VE/COIL strategies to support

## Conference Day One: Wednesday, November 12

**6:00 pm – 7:00 pm Eastern**  
**Concurrent Sessions 4**

### **Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

student-to-student collaboration across schools, states, or career pathways. This Dialogue for Learning includes real-world case examples, practical templates, and guided peer discussion to surface challenges, solutions, and implementation strategies. Attendees will leave with ready-to-use ideas for incorporating VE/COIL into CTE coursework to enhance student engagement, applied learning, and career preparedness.

### **Translation and Text Negotiation: Pathways to Intercultural Understanding Through Virtual Exchange**

*Massimo Verzella, Associate Professor, Penn State Erie, The Behrend College*

This session is designed for faculty and administrators seeking innovative approaches to global learning, writing instruction, and language equity. It will introduce virtual exchange (VE) as a transformative pedagogical practice that supports multilingual, project-based learning and intercultural collaboration. Participants will explore how VE connects US and international students through shared writing and translation projects, fostering global awareness, rhetorical adaptability, and cross-cultural sensitivity. Grounded in composition and translation theory, VE is presented as a critical intervention that challenges monolingual norms. This session will also highlight how VE encourages students to view English as a global lingua franca, while deepening their understanding of translation as both a practice and metaphor for writing as mediation. Finally, this session will offer an interactive component where participants will reflect on strategies for scaffolding VE, deepening collaboration, supporting intercultural communication, and fostering more immersive, authentic global learning experiences.

**7:00 pm – 7:15 pm Eastern**  
**Break**

**Break**

**7:15 pm – 8:30 pm Eastern**  
**Concurrent Sessions 5**

**CONCURRENT SESSIONS 5**

**7:15 pm – 8:30 pm Eastern**  
**Innovation Sessions**

**Innovation Sessions: Professional Development for Global Learning**  
*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Renee Lamb, Assistant Professor, Virginia Commonwealth University (VCU)*

**Developing a Student Affairs International Fellowship to Support Education Abroad**

*James DeVita, Assistant Vice President for Academic Partnerships & High Impact Experiences, University of Maryland Baltimore County (UMBC); Carolyn Forestiere, Professor, UMBC; Katherine Heird, Director of Education Abroad & Global Learning, UMBC; Laura Schraven, Director, Student Affairs Comms and Marketing, UMBC*

The Student Affairs International Fellowship (SAIF) is a new, equity-centered professional development model that positions student affairs professionals as integral contributors to global learning. Launched at the University of Maryland, Baltimore County through a cross-divisional partnership between the Division of Student Affairs and the Center for Global Engagement, SAIF provides Student Affairs staff with immersive opportunities to support faculty-led study abroad programs while engaging in their own intercultural and professional growth. This Innovation Session will highlight SAIF's structure, training components, and early outcomes as a novel institutional response to two key challenges: enhancing student support abroad and creating meaningful global learning experiences for staff. Participants will explore how staff-faculty collaboration can advance equitable access to high-impact practices and leave with insights for replicating this adaptable model on their own campuses.

**Place-Based Learning in 360 Immersive Environment: An Interdisciplinary Approach for Shared Intellectual Experiences**

*Li Liu, Full Professor, Bellevue College*

Come and join us on a virtual tour to France, Italy, and China for a discussion of place-based learning constructed by a group of interdisciplinary, like-minded faculty at Bellevue College.

**7:15 pm – 8:30 pm Eastern**  
**Concurrent Sessions 5**

**Workshop**

*The following session is 75 minutes.*

**More Than Just Study Abroad: Experiential Global Learning for the Collective Good**

*Greg Barton, Global College Dean and Honors College Dean, Long Island University; Soenke Biermann, Australia-Pacific Center Director and Senior Year Director, Long Island University; Sarah Moran, Assistant Dean and Costa Rica Center Director, Long Island University; Natasha Naujoks, Europe Program Director, Long Island University*

In this workshop, educators and administrators will explore critical questions in community-engaged study abroad programs that grapple with student diversity, reciprocal relationships with host communities, and collectively addressing global problems. Workshop participants will collaborate with four educators and administrators of a community-engaged four-year undergraduate degree program in global studies with a sixty-year history, Long Island University's Global College (formerly Friends World College), to unpack and explore these questions and what they mean for their own global learning praxis. Focusing on firsthand case study examples from different regions of the world (Central America, Europe, and Oceania), presenters will share theoretical foundations and practical vignettes of ethically engaged, problem-focused, and solutions-oriented experiential global learning for the collective good to spark discussion among participants and workshop ideas and strategies they can take forward in their own institutional contexts.

9:00 am – 10:00 am Eastern  
Concurrent Sessions 6

### CONCURRENT SESSIONS 6

9:00 am – 10:00 am Eastern  
Concurrent Sessions 6

### Dialogues for Learning and Panel Discussions

*The following sessions are 60 minutes each.*

#### **SEA-EU Alliance Training Programs as a Driver for Global Education**

*Tove Holm, Senior Advisor, Local Manager for SEA-EU at Nord University, Nord University; Marcela Iglesias-Onofrio, General Coordinator for the European University Alliance SEA-EU, University of Cadiz; Fernando Pérez, General Director for the European University Alliance SEA-EU, University of Cadiz; Stefanie Vella Cortis, Senior Information Management Systems Support Officer, University of Malta*

The European Universities Initiative aims to boost the international competitiveness of higher education. The European University of the Seas (SEA-EU) promotes innovative joint training programs using a cocreation approach with ports, cities, and stakeholders, fostering global learning experiences. These programs, supported by European digital credentials, enable intercultural and language exchange within a European campus. This session will explore SEA-EU's strategies for connecting diverse academic and societal agents. Key focus areas include:

- Training and Learning Programs: Joint programs, micro-credentials, Blended Intensive Programs (BIPs), and collaborative online international learning (COIL).
- European Digital Credentials: Facilitating recognition and portability of qualifications.
- Sustainable Development Goals (SDGs): Integrating SDGs into curriculum and research.
- Community Building and Civic Engagement: Connecting global learning with society through service learning.

The session aims to inspire other institutions to enhance global learning and community building by sharing SEA-EU's best practices.

#### **Thinking Together Across Borders: Centering Pan-African and Black Philosophical Commitments in North-South Collaboration**

*Sabea Evans, Program Manager, Lagim Tehi Tuma Program, Bryn Mawr College; Alice Lesnick, Term Professor of Education; Co-Director, Lagim Tehi Tuma Program, Bryn Mawr College; Issah Rajaa, Dagbani Language Mentor, Lagim Tehi Tuma, Bryn Mawr College; Alhassan Sumaila, Co-Director, Lagim Tehi Tuma, Bryn Mawr College; Chanelle Wilson, Assistant Professor of Education, Bryn Mawr College*

How can global education partnerships be grounded in joy, justice, community, and imagination rather than hierarchy and extraction? This interactive session will explore how African and Black philosophical traditions can serve as

## Conference Day Two: Thursday, November 13

**9:00 am – 10:00 am Eastern**  
**Concurrent Sessions 6**

### **Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

foundations for North-South collaboration. Drawing on more than a decade of experience in a transnational, community-based partnership linking US colleges and Ghanaian institutions and educators, presenters will share specific practices such as co-developed curricula, shared governance models, and intercultural internships. Participants will engage with the meaning of Ubuntu philosophy, pan-Africanism, Black joy, and freedom dreaming and consider how to apply them in their own institutional contexts. Through reflection, dialogue, and resource sharing, attendees will leave with practical tools and renewed purpose to rethink power dynamics and cocreate more humane and equitable global programs. The session will offer a model for partnership rooted in philosophical integrity and sustained community engagement.

#### **VE/COIL as a Strategic Priority for Institutional Internationalization**

*Konstantinos Petridis, Full Professor & Vice Rector of Internationalization at the Hellenic Mediterranean University in GR, Hellenic Mediterranean University, International Relations Office; Zoe Petropoulou, Associate Professor & Senior Director for Global Engagement, St. John's University*

This session is designed to equip participants with actionable strategies for elevating and expanding virtual exchange and collaborative online international learning (VE/COIL) programs on their campuses. It will offer a strategic mapping plan to help participants foster connections with various campus entities, creating meaningful synergies. As both a pedagogy and a strategy for inclusive international learning, VE/COIL plays a crucial role in preparing students for careers and to collaborate across borders while strengthening connections among students, faculty, and institutions.

**9:00 am – 10:00 am Eastern**  
**Ideation Sessions**

#### **Ideation Sessions: Elevating and Integrating COIL and Virtual Exchange**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

##### **Session Moderator:**

*Opal Leeman Bartzis, Assistant Dean for Global Learning and Innovation, Michigan State University*

#### **Breaking Barriers: The Power of Global Interprofessional Education Through COIL Partnerships**

*Carol Gawryls, DNP - Professor, Salem State University; Jeramie Silveira, Professor, Salem State University*

While traditional global interprofessional education requires costly international travel, collaborative online international learning (COIL) offers an accessible alternative for developing cross-cultural health care competencies. Our study connects health care students, faculty, and clinicians between North America and Brazil through innovative virtual learning experiences. Participants engaged in interactive presentations, interprofessional case studies, and collaborative

9:00 am – 10:00 am Eastern  
Concurrent Sessions 6

### **Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

debriefings—all supported by a comprehensive Canvas environment. Using the validated BASIC-L survey and qualitative analysis, we will demonstrate how virtual collaboration effectively cultivates interprofessional competencies while eliminating barriers of distance and cost. Join us to discover how COIL is creating more inclusive pathways to global health care excellence, reshaping education for the next generation of collaborative practitioners.

### **Exploring Long-Term Impacts of Virtual Exchange on Global Learning**

*Sarah Dietrich, Associate Professor, Southeast Missouri State University;  
Shahadur Rahman, Doctoral Student, University of Memphis*

Virtual exchange has been recognized as a form of "internationalisation at home" (O'Dowd, 2023), offering students international and intercultural experiences that complement or take the place of physical mobility. To date, little research has been done on sustained outcomes of online international collaboration. This presentation will examine the long-term impacts of a project that brought US-based graduate students together with adult learners of English in Afghanistan for synchronous interactions. Data gathered in the form of interviews and written surveys, from current teachers and university faculty who took part in the project, illustrate the ways the online international collaboration shaped the participants' current teaching practices; uses of technology; understandings of culture; and interactions with students from diverse backgrounds, particularly those who have experienced trauma or are from conflict zones. Drawing on the participants' recommendations, the presenters will engage attendees in a discussion of ways to incorporate virtual exchange across the curriculum.

### **Ideation Sessions: Making the Case for Global Learning**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Estrella C. Rodriguez, Faculty - Experiential Learning, University of Central Florida (UCF)*

### **Between Angelou and Fulbright: Making the Case for Global Learning in Arkansas**

*Phillip D. Bailey, Associate VP for Global Learning and Engagement, University of Central Arkansas*

This session will make the case for promoting global learning as defined in the 2014 AAC&U Global Learning Rubric and most recently in Landorf and Doscher's 2023 updated definition at a time of increased widespread hostility and suspicion toward the very possibility of "diverse people collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being" (Landorf and Doscher, 2023). Participants will be asked to consider and perhaps rethink their conceptions of

## Conference Day Two: Thursday, November 13

**9:00 am – 10:00 am Eastern**  
**Concurrent Sessions 6**

### **Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

the terms global citizen, global learning, and global literacy in the context of public suspicion of diversity, equity, and inclusion (DEI) programming and the misinformation surrounding the focus universities place on diversity in the curriculum and cocurriculum. This session will propose that global learning as currently conceived as collaborative learning and problem-solving for the greater good provides the best multiperspective lens with which to engage students in the process of understanding diversity and difference.

### **Making the Case for Global Learning and the Humanities: DePauw University's Global Studies Fellows Program**

*David Alvarez, Associate Professor of English, DePauw University; Carrie Klaus, Director of the Global Studies Fellows Program and Professor of Global French Studies, DePauw University; Manal Shalaby, Assistant Professor of Comparative Literature, Ain Shams University*

In fall 2023, DePauw University launched a new Global Studies Fellows Program. While most global learning programs are based in the social sciences or business, DePauw's program is anchored in the humanities. Student enrollments in this very cost-effective program have exceeded expectations. This session will offer an overview of the faculty-led effort to develop the program, its learning and institutional goals, why it is centered in the humanities, its forms of on- and off-campus engagement, and student perspectives about the program's humanities emphasis. In a time of declining student enrollments and increasing budget cuts for the humanities, and when the value of learning about other parts of the world is being questioned, this innovative program offers insights into what students find valuable in a humanities-focused approach to global learning, how global learning opportunities can be made more available to all students, and how global learning can be cost-effectively scaled up.

**10:00 am – 10:15 am Eastern**  
**Break**

**Break**

10:15 am–11:30 am Eastern  
Concurrent Sessions 7

## CONCURRENT SESSIONS 7

10:15 am – 11:30 am Eastern  
Dialogues for Learning and  
Workshops

### Dialogues for Learning and Workshops

*The following sessions are 75 minutes each.*

#### **Crafting a Successful Education Abroad Research Experience: Professional Development for Mentoring Undergraduate Research in Global Contexts (MUR-GC)**

*Susana Dietrich, Director of Research, DIS Study Abroad in Scandinavia; Jeanette Erbo Wren, Assistant Professor and Senior Research Manager, DIS Study Abroad in Scandinavia; Polina Smiragina-Ingelström, Assistant Professor and Senior Research Manager, DIS Study Abroad in Scandinavia; Maureen Vandermaas-Peeler, Director of the Center for Global Engagement and Professor of Psychology, Elon University; Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities (AAC&U)*

Undergraduate research and global learning are identified as high-impact practices, but what happens when you integrate these practices? This session will examine models and practices for mentored undergraduate research in global contexts (MUR-GC), present results of multi-institutional research related to mentors' perceived benefits and challenges of MUR-GC, and describe a program designed to support mentors' professional development in an education abroad program. Participants will explore professional development strategies in diverse institutional and cultural contexts.

#### **Transparency in Learning and Teaching Supports Students' Development of Globally Employable Skills on Three Continents**

*Raymond Emekako, Senior Academic Developer, North-West University; Mike Klaassen, Lead Center for Teaching and Learning, Breda University of Applied Sciences; Mary-Ann Winkelmes, Founder and Director, TILT Higher Ed; Steven Feenstra, Alumnus, Breda University of Applied Sciences, Netherlands; Loveness Manyike, North-West University, South Africa*

In this highly interactive workshop, international and US collaborators (including students) from institutions in Africa, Europe, and North America will help participants plan small applications of transparency in learning and teaching (TILT) to enhance students' success in global learning programs. The main focus is on how participants can implement TILT in their own global learning contexts to advance students' metacognitive development of skills that employers and educators prioritized in twelve global employer surveys and more than thirty international learning frameworks. Facilitators will offer examples, innovations, and new findings. You'll leave this workshop with 1) concrete tools and time-saving strategies for creating equitable, sustainable, skills-focused transparent learning experiences in your global learning programs; 2) implementation insights and feedback from colleagues; and 3) an opportunity for future collaboration.

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 7**

**Innovation Sessions: Elevating and Integrating COIL and Virtual Exchange**  
*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Flavia Iuspa, Associate Teaching Professor, Florida International University*

**Exploring Maternal-Newborn Health Care in Norway and the United States Through Collaborative Online International Learning**

*Elisabeth Hemnes Aanensen, PhD Candidate, Assistant professor, Western Norway University of Applied Sciences; Catherine Crawford, Clinical Assistant Professor, University of North Carolina at Chapel Hill; Rhonda Lanning, Professor, The University of North Carolina at Chapel Hill*

To prepare nurses to deliver culturally responsive, person-centered care, global learning experiences are essential. Collaborative online international learning (COIL) offers an inclusive and accessible approach, connecting faculty and students from different countries to engage in shared learning. Nurse faculty from the United States and Norway integrated COIL into undergraduate courses in maternal-newborn care and public health. Over four weeks, students collaborated to compare nursing practices in both countries and proposed innovative approaches to maternal and newborn health care challenges. A pre-/post-test design using the ASKs2+ survey assessed changes in students' cultural competence. Data were collected over two semesters from 363 students, with 349 completing the pre-test and 190 completing the post-test. Findings show increased self-reported knowledge, skills, and attitudes related to cultural competence, with qualitative data highlighting the meaningful, lasting impact of this global learning experience. COIL experiences also offer opportunities for faculty to build meaningful global partnerships, which may lead to additional collaborations.

**Unified Learning, Global Impact: US-UK Strategies for APRN Clinical Reasoning Enhancement**

*Colette Henderson, Colette Henderson Associate Dean (Student Recruitment and Global Partnerships) Senior Lecturer Sc, School of Health Sciences, University of Dundee; Carole L. Mackavey, Associate Professor/ Masters Program Coordinator, University of Texas Health Science Center at Houston*

This interactive session will introduce an evolving, case-based learning model designed to enhance clinical reasoning and diagnostic decision-making in the education of advanced practice registered nurses (APRNs). Drawing on a cross-cultural collaboration between the Cizik School of Nursing at the University of Texas at Houston and the School of Health Sciences at the University of Dundee in Scotland, the presenters will demonstrate how this phased, realistic approach reflects the complexities of actual patient care. Participants will engage in a sample evolving case, progressing through data interpretation, patient interaction, and the final diagnosis. Practical strategies for integrating this method into diverse curricula—whether in-person, virtual, local, or international—will be shared. Attendees will leave with actionable tools to

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 7**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

enhance learner engagement, promote evidence-based reasoning, and adapt case design across global practice settings.

**Virtually Going Global: Institutionalizing Virtual Exchange Through First-Year Seminar**

*Sawsan Ahmad Daraiseh, Assistant Professor, Yarmouk University; Younus Mirza, Director of Global Virtual Learning, Shenandoah University*

Shenandoah University (SU) implemented a virtual exchange program for every undergraduate first-year student as part of our Going Global First-Year Seminar (FYS) program. FYS is composed of twenty-five 3-credit, interdisciplinary courses that are taught by faculty, administrators, or staff from across the university. Each FYS faculty member was partnered with a faculty member at Yarmouk University in Jordan. Additionally, faculty at both universities were assigned undergraduate student mentors who were embedded in the respective classes to assist with the exchange. Faculty and student mentors underwent a series of workshops crafted by a team at SU. This presentation will include members of the leadership team from both universities, as well as the experiences of the faculty, student mentors, and the undergraduate student participants. We will highlight the program's successes, setbacks, and lessons learned and how we plan to build the virtual exchange programs at both universities moving forward.

**Innovation Sessions: Elevating and Integrating COIL and Virtual Exchange / Making the Case for Global Learning / Professional Development for Global Learning**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Martha J. Ritter, Associate Clinical Professor, Direction of Hunan Normal University Partnership Program, Saint Joseph's University*

**Data-Driven Strategies for US-China Transnational Education in Divisive Times**

*Charles Jeffery Sun, Founder and Managing Director, China Education International*

The latest data have shown that the United States has declined by 32 percent in the transnational education market in China. This session will analyze the latest trends in US-China transnational education collaborations and discuss strategies for planning new education partnerships between the United States and China.

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 7**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Fostering International Faculty Development for Global Learning Through Interuniversity Collaboration**

*Diane D. Chapman, Executive Director and Associate Vice Provost for Faculty Development, North Carolina State University (NCSU); Maria T. Gallardo-Williams, Associate Director of Faculty Development, Office for Faculty Excellence; Natalia Timuş, Manager of International Learning Experiences, Université Côte d'Azur*

Global learning isn't just a buzzword—it's a proven pathway to developing self-aware, resilient, and globally minded students ready for complex professional landscapes. It enhances critical thinking and adaptability, and opens doors to a broader range of career options. Yet many faculty lack the specific training to embed these powerful experiences into their courses. Discover the genesis of the successful International Summer School in Global Learning, a groundbreaking collaboration between North Carolina State University and Université Côte d'Azur. Learn from the journey of two institutions as they overcame challenges and harnessed an Erasmus+ grant to empower faculty in designing impactful global learning activities. Explore the benefits and complexities of international cocreation that paired faculty from both institutions to cocreate impactful global learning activities and gain actionable insights to infuse global perspectives into your teaching.

**Innovation in Global Education: Integrating COIL for Curriculum Internationalization and Cross-Cultural Learning**

*Chukwudi K. Onyeachu, Mr., University of Nigeria, Nsukka*

In today's global education discourse and remodeling, anything short of internationalization is a barrier to balanced, equitable and quality education for all. To achieve the United Nations Sustainable Development Goal 4, sustainable development in education calls for partnerships and intercultural exchange programs that drive inclusion and respect for humanity. In this direction, and through shared projects initiative, collaborative online international learning (COIL) is breaking new ground, shaping the concept of innovative education, and building an inclusive society. Join us in this session to share in our practical experience, the implementation of COIL from the Nigerian perspective with regard to impact, prospects, and challenges.

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 7**

**Innovation Sessions: Full Participation in Global Learning**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Hope Windle, Director, State University of New York College at Oneonta (SUNY)*

**Innovative Approaches to Intercultural Competence in Study Abroad: A Faculty-Integrated Model**

*Chelsea Green, Associate Clinical Professor, Miami University; Janice Kinghorn, Teaching Professor, Miami University*

Short-term, faculty-led study abroad programs often fall short in developing students' intercultural competence due to time constraints and faculty expertise. This session will present a practical, tested course model that bridges that gap through a hybrid approach. Students receive structured, asynchronous intercultural instruction from an expert before departure and again upon return, while in-country faculty focus on disciplinary learning and experiential application. The result is a scalable, adaptable model that enhances global learning without increasing faculty workload. Attendees will leave with a sample syllabus, assessment strategies, and implementation tools—all accessible via a shared Google Drive folder. This session is ideal for faculty, administrators, and global education leaders seeking to elevate the impact of their study abroad offerings.

**Using Assessment to Make Global Learning Inclusive for Religious Worldviews**

*Anisha Gill-Morris, INSPIRES Project Lead, Graduate Research Associate, The Ohio State University*

To what extent does your campus or program include religious, secular, or spiritual worldviews in its definition or scope of global learning? In its assessment and strategic goals? What if your office were to be seen as a partner to campus efforts to improve the climate and student experience for religious and spiritual students, including those who are international?

Religious worldviews are salient to students' identities, communities, and sense of belonging, and are dynamic with and often inseparable from their intercultural experiences. This Innovation presentation will demonstrate how global learning practitioners can become bridge builders and advocates for religious communities on campus, supporting international students and fostering a welcoming climate for all worldviews, through engagement with the (free) INSPIRES Campus Climate Index. Come think expansively and inclusively about global learning and learn how you can use INSPIRES as an assessment tool to transform your campus.

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 7**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Year of Country Study—No Passport Required!**

*Shae Smith, Director, Community Engagement & Outreach in Global Education, Kennesaw State University*

For more than forty years, Kennesaw State University (KSU) has dedicated each academic year to the study of a particular country or region introducing thousands of students to the rich diversity of world cultures that make up the human family. The award-winning program plays a vital role internationalizing our campus and engaging local and global communities. Annually, it results in new courses and curriculum, research projects, education abroad programs, and global partnerships. Through special lectures, performances, exhibits, seminars, and events, the "Year Of" Program helps students, staff, faculty, and the community break down stereotypes, build connections across cultures, and develop the intercultural competencies needed to act responsibly in today's complex, interdependent world. Join us to learn about this signature program and how you can incorporate some of its elements, to increase global learning on your campus for all students.

**Global Learning Through Leadership: How Academic Staff Grow by Leading Study Abroad Programs**

*Pingchien Neo, Director, International Engineering Programs, University of Florida; Sophie Spratley, Clinical Assistant Professor for Educational Leadership, University of Florida; Christine Richmond, Associate Director, Beyond120, University of Florida*

When academic personnel such as advisors and professional staff lead study abroad programs, they not only support student global learning but also engage in it themselves. This innovation session will present findings from a qualitative study exploring how leading education abroad programs foster professional development for academic staff. Often excluded from the faculty-focused narrative of global learning, these staff members report gaining valuable leadership skills, intercultural competencies, and deeper institutional engagement through their roles abroad. The session will highlight this emerging area of research and propose new ways to frame academic staff as global learners. Participants will learn about practical strategies to support and recognize staff leadership in international programs and will engage in discussion to share institutional insights. Attendees will leave with a broader understanding of how to expand global learning opportunities beyond the classroom—and beyond the faculty—to build a more inclusive and effective global education ecosystem.

## Conference Day Two: Thursday, November 13

**10:15 am – 11:30 am Eastern**  
**Concurrent Sessions 7**

### **Networking Session**

*Arnd Wächter, CEO/Founder, Crossing Borders Education; Kris Acheson-Clair, Director, Purdue University; Jane Turk, Associate Director, Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities (AAC&U)*

The networking session is an opportunity at the 2025 Conference on Global Learning to meet other conference attendees, discuss current research and initiatives, and connect with peers from across the AAC&U global learning community. Join us for this highly interactive session during which participants will be invited to engage in a variety of activities designed to build collegial relationships, share insights, and spark collaboration.

**11:30 am – 12:00 pm**  
**Break**

### **Break**

**12:00 pm – 1:00 pm**  
**Concurrent Sessions 8**

### **CONCURRENT SESSIONS 8**

**12:00 pm – 1:00 pm**  
**Dialogues for Learning**

### **Dialogues for Learning**

*The following sessions are 60 minutes each.*

#### **From Online to Onsite: Three Models of Virtual Exchange for Global Learning**

*Shaun M. Marsh, Program Director/Associate Professor, Lorain County Community College*

This will be an engaging session showcasing three innovative virtual exchange (VE) models at a US community college dedicated to expanding global learning access. This session will highlight scalable, inclusive VE strategies that bridge the gap for students who are less likely to study abroad. Learn how a language exchange course, a virtual STEM seminar, and a collaborative design project can foster intercultural skills, career readiness, and institutional alignment with global learning goals. Gain actionable insights for implementing or expanding VE programs and discover practical strategies to integrate VE as a high-impact practice at your institution.

#### **Authentic Hope: Fostering a Foundational Skill Set for Global Learning and Ethical Engagement**

*Steve E. Grande, Assistant Professor and Program Director, College Student Personnel Administration, James Madison University; Renée Staton, Professor, James Madison University*

Paulo Freire asserted, “Without hope, there is no way we can even start thinking about education” (Freirecedo, and Freire, 2015). Yet students are coming to college with feelings of despair and disconnection, overwhelmed by daunting social concerns and unparalleled uncertainty. Their sense of hope is undermined by doubt and anxiety. While these conditions cannot easily be addressed, this session will explore how educators can foster “authentic hope”—a concept that acknowledges the nature of being surrounded by challenges that seem insurmountable and responding with efforts to build

12:00 pm – 1:00 pm  
Concurrent Sessions 8

### **Dialogues for Learning (cont'd)**

*The following sessions are 60 minutes each.*

individual agency, enhance community connections, focus on assets, integrate reflection, and understand the influence of systems. This interactive session will introduce the core components of authentic hope and provide opportunities for educators to explore how to integrate these concepts into programs and interventions.

#### **Who Gets Trained? Expanding Global Competency Beyond Traditional Audiences**

*Michayla S. Robles, Program Manager, Texas A&M University; Trisha Winkle, Assistant Director, Texas A&M University*

While global competency trainings often target faculty, staff, and students in traditional classroom settings, student spaces are frequently overlooked. Grounded in real campus examples, this session will present a training model, facilitated by staff, developed for international and multicultural student organizations in response to concerns about well-intentioned but culturally insensitive behavior. This Dialogue for Learning invites participants to examine overlooked campus populations and to explore how inclusive, student-centered approaches can foster a sense of belonging. Attendees will engage in structured discussion, share strategies, and learn how to adapt this model to their own institutional contexts. Through engaging activities and handouts, this session will offer practical takeaways to institutionalize global learning in a unique way.

#### **Integrating High-Impact Practices and Geospatial Technologies in Environmental Science Education: Advancing Global Learning Across Modalities**

*Chris Ferner, Instructor, Johns Hopkins University; Laura Fry, Lead Instructional Designer, AAP Instructional Resource Center, Johns Hopkins University; Cassandra Hansen, Program Director and Sr. Lecturer, Johns Hopkins University; Madalina Tincu, Sr. Instructional Designer, AAP Instructional Resource Center, Johns Hopkins University*

This presentation will highlight the integration of high-impact educational practices in environmental science courses offered both onsite and asynchronously online. By embedding global learning outcomes into academic and applied experiences, we aim to foster intercultural competence, global awareness, and inclusive, reflective learning environments. We will share strategies for advancing global learning across the curriculum, with a focus on inclusive pedagogies and the integration of community-engaged projects, undergraduate research, and collaborative assignments. Emphasis will be placed on using geospatial technologies—such as ArcGIS, Survey123, Site Scan, Dashboards, and StoryMaps—to support data-driven inquiry and science communication. These tools equip students with essential skills in data collection, spatial analysis, and multimedia communication, enabling them to engage with real-world environmental issues in accessible and scientifically rigorous ways. This model offers a scalable, adaptable framework that bridges

**12:00 pm – 1:00 pm**  
**Concurrent Sessions 8**

**Dialogues for Learning (cont'd)**

*The following sessions are 60 minutes each.*

onsite and online learning while deepening students' academic and civic engagement.

**Resilient Futures: Frameworks for Influencing Reputation, Nurturing Innovation and Cultivating International Collaboration**

*Vicky Irwin, Senior Director of Consultancy, Inside Higher Ed (IHE) and Times Higher Education (THE); Emily Owen, Higher Education Consultant, Inside Higher Ed (IHE) and Times Higher Education (THE)*

Instead of bracing for disruptions in higher education—shifting student flows, volatile politics and AI's rapid ascent—some institutions are finding ways to use these challenges as catalysts for stronger reputations, smarter operations and deeper global connections. How? This session presents the frameworks Times Higher Ed Consulting uses to turn complex issues into actionable solutions. In this session, we'll explore three interconnected models that campus leaders, administrators and faculty serving on committees can use to guide global learning initiatives:

1. Brand Reputation Framework – Strategies for reaching target audiences, safeguarding institutional standing and sustaining visibility.
2. AI and Digital Maturity Index (AI-DMI) – Tools for benchmarking readiness, identifying gaps and guiding responsible AI integration across campus operations and learning.
3. Transnational Education 3.0 Model – Approaches for building and maintaining cross-border collaboration and mobility—even amid restrictive policies.

Join us to see how these models can help your institution enhance visibility, strengthen digital capabilities and sustain international partnerships—preparing globally engaged graduates for a rapidly changing world.

*This session is in partnership with Inside Higher Ed.*

**12:00 pm – 1:00 pm**  
**Concurrent Sessions 8**

**Ideation Sessions: Community Building for the Collective Good**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Martha J. Ritter, Associate Clinical Professor, Direction of Hunan Normal University Partnership Program, Saint Joseph's University*

**Expanding Global Learning Through Community Engagement at Home and Abroad: The Arkansas Global Changemakers Initiative**

*Laurence Hare, Executive Director of Undergraduate Excellence and Global Engagement, University of Arkansas at Fayetteville; Katie Sabo, Associate Director of Global Engagement, University of Arkansas*

Since 2021, the University of Arkansas has operated a unique and impactful study abroad program known as the Arkansas Global Changemakers initiative. This program creates opportunities for students from all majors and degree programs and puts a unique spin on traditional community-based learning by closely linking change organizations in communities both in our region and around the world. Join us as we discuss our experiences with this model in multiple destinations and help us consider ways to expand its reach and impact by connecting on-campus curricula and programming with our study abroad opportunities. This conversation is a great fit for faculty and staff in all programs and in all institutional types.

**Educating for Interdependence: Merging Ecological and Community Networked Learning Paradigms**

*Pavel Cenkl, Dean of Academic Affairs, Prescott College*

This session will explore how merging ecological education and distributed community-based learning can foster interdependent global learning ecosystems. Drawing from the work of Prescott College, the college's field programs, global partners, and a bioregional practice-led learning model, this presentation will share case studies and frameworks that decentralize expertise, center ecological and social justice, and build transdisciplinary learning in a global context. Participants will be engaged in collaborative exploration of how to adapt regenerative principles in their own institutional contexts. This session is ideal for educators, administrators, and network builders seeking transformative, place-rooted, and scalable approaches to global learning.

**12:00 pm – 1:00 pm**  
**Concurrent Sessions 8**

**Ideation Sessions: Leveraging Technology for Global Learning Innovation**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Renee Lamb, Assistant Professor, Virginia Commonwealth University (VCU)*

**Enhancing Intercultural Learning Through AI: A Case Study with Riffbot**

*Alexander C. Breitling, Global Learning Advisor, University of Maryland*

Curious how artificial intelligence (AI) can enhance—not replace—intercultural learning? This session will explore the innovative use of Riffbot, an AI-powered conversation tool, in an intergroup dialogue course in Barcelona. Designed to support identity exploration, empathy building, and perspective taking, Riffbot was used as a reflective partner to help students prepare for and deepen in-person discussions across cultural differences. Attendees will explore student reflections and consider the benefits and challenges of integrating AI into dialogue-based learning environments. Whether you're excited about emerging technologies or cautious about their classroom role, this session will offer concrete strategies, critical insights, and space to imagine the future of global learning with AI.

**Presence Without Borders: AI and Immersive Technologies in International STEM Learning**

*Muddassir Siddiqi, President, College of DuPage*

How can immersive technologies reshape global learning in an era of rising barriers to international education? This session will explore how virtual and augmented reality (VR/AR), powered by artificial intelligence (AI), can democratize access to STEM education for students worldwide. Drawing on scholarly research and hands-on institutional experience, the presenter will share how immersive environments have been used to simulate lab experiences, foster intercultural competence, and support global collaboration, especially during the COVID-19 pandemic. Participants will engage in dialogue around key challenges and opportunities, and explore strategies for implementing scalable, equity-centered immersive learning models. The session is ideal for educators, administrators, and innovators seeking to expand global learning through technology.

**12:00 pm – 1:00 pm**  
**Concurrent Sessions 8**

**Ideation Sessions: Making the Case for Global Learning / Leveraging Technology for Global Learning Innovation**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Pingchien Neo, Director, International Engineering Programs, University of Florida*

**The Fifth Industrial Revolution: When Humanity Meets Artificial Intelligence**

*Nahla Belal, Dean of Arab Academy International Study Center, Arab Academy for Science, Technology and Maritime Transport; Mohamed Khedr, Dean of Admission and Registration, Arab Academy for Science and Technology; Aliaa Youssef, Dean of College of Computing and Information Technology, Arab Academy for Science, Technology and Maritime Transport*

This dynamic Ideation Session aims to explore how higher education can lead the ethical and human-centered integration of artificial intelligence (AI). Speakers will give three innovative presentations examining redesigning curricula for efficient AI literacy and ethics, preparing students with human+AI readiness skills for the future of work, and building institutional readiness (leadership and policy). They will describe evidence-based models, pilot study results, and global learnings from their collaborative work with UNESCO, international universities, and the AI research community. Participants will have the opportunity to engage in breakout discussions, live polling, and collaborative tools by cocreating actionable strategies that align AI innovation with educational equity, the public good, and the human development ecosystem. We welcome you to this Ideation Session to shape a future in which intelligent machines augment—rather than replace—human potential.

**Making the Case for Embedded Global Learning: Access, Belonging, and Curricular Integration**

*Harly Ramsey, Assoc Prof of Technical Communication Practice, University of Southern California (USC)*

How can we make the case for global learning in ways that prioritize inclusion, affordability, and student belonging? This session will present findings from a mixed-methods study of an embedded study abroad program for engineering students—offered as part of a required fifteen-week communication course that includes a two-week international component. Now taught over seven semesters to 192 students, the course integrates ethics, cultural reflection, and in-country learning while allowing students to retain financial aid and stay on track for graduation. In this fifteen-minute Ideation talk, attendees will learn how this short-term model supports students' sense of connection and growth, particularly among those historically underrepresented in global learning. The session will offer strategies for measuring psychosocial outcomes such as belonging and relatedness and invite conversation about reframing global learning's value beyond job readiness. It is ideal for faculty, administrators, and global education leaders seeking accessible, high-impact models that resonate in today's divisive and resource-conscious climate.

## Conference Day Two: Thursday, November 13

1:00 pm – 1:15 pm  
Break

Break

1:15 pm – 2:30 pm  
Concurrent Sessions 9

### CONCURRENT SESSIONS 9

1:15 pm – 2:30 pm  
Innovation Sessions

#### **Innovation Sessions: Full Participation in Global Learning / Global Engagement for Career and Future Readiness**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Michelle Zaldivar, Assistant Director, Florida International University*

#### **A Black Grad Student's Guide to Studying Abroad in Cuba: A Resource for Navigating Identity, Culture, and Experience Abroad**

*Na'eem C. Allen-Stills, Ph.D student, University of Maryland; D'Kiya A. Bynum, Global Learning Advisor, University of Maryland*

Join us for a compelling session that will explore the intersection of research and lived experience as two graduate student scholars share their journey studying abroad in Cuba—while simultaneously conducting research on the experiences of Black graduate students in that very context. Through storytelling and reflection, the presenters will offer insights into identity, language, culture, and resilience, drawing from both their personal narratives and the voices of fellow participants in their study. This session will invite open dialogue about the complexities and richness of the Black study abroad experience, particularly in Afro-diasporic spaces like Cuba. Attendees will leave with a deeper understanding of the unique challenges and opportunities Black graduate students face abroad, and will engage in collaborative discussion around how to better prepare and support them for these transformative experiences.

#### **The Impact of Virtual Micro-Internships: Global Collaboration, Academic Growth, and Career Preparedness**

*Abigail Smith, Phd Student, University of Maryland*

The evolving landscape of education and employment underscores the urgency of preparing students for a globalized workforce. This session will examine the Universitas 21 (U21) and Common Purpose Micro-Internship Program, a short-term, virtual model that fosters cross-border collaboration while engaging students with real-world challenges linked to the United Nations Sustainable Development Goals (SDGs). Drawing on findings from recent focus groups with graduate and undergraduate participants, the session will highlight how these internships support academic growth, intercultural competence, and career preparedness. Attendees will gain insights into how innovative, accessible virtual internships can expand employability, strengthen international networks, and reimagine global learning in higher education.

**1:15 pm – 2:30 pm**  
**Concurrent Sessions 9**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Integrating Collaborative Online International Learning with Micro-Internships**

*Zlatinka N. Blaber, Associate Professor of Accounting, Salem State University*

This session will focus on the integration of collaborative online international learning (COIL) projects between US classes and non-US classes and work for actual business entities (i.e., virtual micro-internships). In fall 2025, my classes are partnering with classes from Jordan (Yarmouk University and the Middle East University in Amman, Jordan), Indonesia (Universiti Bina Mandiri Gorontalo), and South Africa (University of Johannesburg). Students are working in cross-country teams to complete projects assigned to them by an actual business entity—PerspectiveViews.com (Canada), CGA Creative (USA), and TaskTrain (USA), respectively. The micro-internships are facilitated by the Riipen.com platform. As a result of this integrated experience, students from the United States and the foreign countries are completing a virtual internship of about fifteen to twenty hours per student while doing a COIL collaboration. Each participating US and non-US student has a Riipen learner profile and star feedback (one to five stars) given by the industry partner on the student's performance. For many students, this is their first professional experience in college.

**An Integrated Approach to Utilizing Intercultural Assessment Tools for Global Engagement**

*Riki Hay, Regional Global Engagement Coordinator, Penn State; Olga Moskaleva, Regional Global Engagement Coordinator, Penn State Global*

We will showcase how the IDI and CQ tools have been utilized across both curricular and cocurricular contexts. We will demonstrate how these tools complement each other in fostering self-awareness, cultural competence, and actionable intercultural strategies. Participants will also have the opportunity to see real-world applications with examples.

**1:15 pm – 2:30 pm**  
**Concurrent Sessions 9**

**Innovation Sessions: Making the Case for Global Learning / Global Engagement for Career and Future Readiness / Leveraging Technology for Global Learning Innovation**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Korryn Mozisek, Director of Integrative Learning, Office of the Vice Provost for Education, Carnegie Mellon University*

**Comparative Perspectives on Generative AI in Higher Education: Policy Trends in the United States and China (2022–2025)**

*Evelyn Wu, Ms., Penn State University Park*

As generative artificial intelligence (AI) accelerates global disruption in higher education, institutions are under mounting pressure to establish governance frameworks that are ethical, inclusive, and future-ready. This session will present a comparative policy analysis of how leading universities in the United States and China have responded to generative AI between 2022 and 2025. Drawing on original cross-national research, the session will examine the cultural logic, institutional priorities, and geopolitical influences that shape divergent approaches to AI policy. Through interactive case studies and facilitated dialogue, participants will discuss policy excerpts, assess institutional readiness, and engage with a global rubric designed to support strategic reflection and action. This session is ideal for educators, administrators, and policymakers seeking a deeper understanding of generative AI's role in shaping the future of global learning and institutional innovation.

**A Community-Oriented, Technology-Enabled, Global Citizenship Certificate: Now at Capacity at Champlain College**

*Gabriel Flacks, Humanities Professor/Certificate Coordinator/ CEO, Champlain College*

The Champlain College, Saint-Lambert Millennial Certificates Program (MCP) was launched in fall 2022. This popular cocurricular program is now at capacity. The certificate-awarding program now includes a Global Issues and Citizenship concentration. Students' independent learning and experiential activities, along with focused coursework, leads to a certificate. Collaboration between students is intentionally and organically fostered via a unique program digital homebase for the program. Profiles and portfolios track each student's learning across their years at the college. The program provides each student with a sense of purpose, ownership, and pride.

This presentation will explain the structure of the MCP, the mechanics by which students are awarded certificates, and the way participating students and faculty mentors are coordinated. Moving forward, there is potential for collaboration across institutions, a unique opportunity for virtual exchange.

1:15 pm – 2:30 pm  
Concurrent Sessions 9

### **Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

#### **Integrating Mobile-Assisted Language Learning (MALL) Tools in English Learning: Insights from a Chinese Higher Education Context in Two-Way Immersion Settings**

*John N. Spiridakis, Professor and Chair, St. John's University; Jun Yan, PHD student of Literacy, St. John's university*

1. How do bilingual students utilize, activate, and interact with mobile-assisted language learning (MALL) tools to improve their integrated English ability in two-way immersion settings? 2. How do bilingual students improve their autonomous learning via the assistance of MALL tools? In response to Research Question 1, we employed the lens of MALL framework to examine the correlation between MALL tool using and improvement of integrated English ability. With the assistance of Baicizhan, a Chinese and English bilingual vocabulary learning AI tool, students accumulate English words by memorizing words every day (ten to fifteen words) in a month. We explored the influence of learning ways and learning strategy of MALL tools' utilization. In response to Research Question 2, we analyzed students' learning groups with the theory of SDT (Self-Determination Theory) to observe the association between students' interaction and learning autonomy.

#### **Enhancing Student Productivity Through AI: Insights from a Multi-Institutional Study on ChatGPT Use in Higher Education**

*Krishna Bista, Professor, Morgan State University; Uttam Gaulee, Professor, Morgan State University; Benita Threadgill, Student, Morgan State University; Abhinav Poudel, Student, Morgan State University*

This interactive session will examine how college students are using ChatGPT and other artificial intelligence (AI) tools to support academic success. Drawing on data from more than five hundred students across two institutional settings, presenters will share key findings about who is using AI, how frequently they are using it, and how students perceive its impact on productivity. The discussion will explore implications for faculty, advisors, and campus leaders working to support ethical, inclusive, and effective uses of generative AI. Participants will engage in guided breakout conversations to share strategies, address concerns, and codevelop recommendations for policy and pedagogy. Whether your institution is just beginning to consider AI integration or already facing its growing influence, this session will offer data-driven insights and collaborative problem solving.

1:15 pm – 2:30 pm  
Concurrent Sessions 9

### Workshops and Panel Discussions

*The following sessions are 75 minutes each.*

#### **Fulbright for You and Your Campus: Professional Development Seminars, Campus Enrichment Activities, Student and Scholar Opportunities**

*Jen Murray, Assistant Director of Outreach and Recruitment, Fulbright U.S. Scholar Program, Institute of International Education; Greta Scharnweber, Director, Fulbright Visiting Scholar Program, Institute of International Education; Amirah Nelson, Senior Outreach Officer – Fulbright Specialist Program, World Learning*

This panel discussion provides an overview of Fulbright programs that advance professional development for administrators, enrich academic and community programming, and provide opportunities for students and scholars at all career stages. The session is recommended for administrators from study abroad, international student services, grants and fellowships, career development, admissions, and community engagement offices as well as faculty scholars at all career stages. Panelists will cover the International Education Administrator Awards, which are still accepting applications, the Outreach Lecturing Fund, also accepting applications, and Scholar in Residence Program which brings foreign visitors to campus for short- or longer-term visits, and the Specialist Program enabling US scholars to conduct short-term professional visits abroad. An overview of the U.S. Student and Scholar programs is valuable to faculty advocates and student fellowship advisors.

#### **Passport to Prosperity: Measuring the Career Impact of Education Abroad**

*Melissa Torres, President and CEO, The Forum on Education Abroad; Jennifer Acosta, Executive Vice President, WorldStrides Higher Ed; Amelia Dietrich, Senior Director for Research & Publications, The Forum on Education Abroad*

Education abroad fuels career and economic success. Yet its power as a career accelerator largely is under-recognized, and undergraduate participation in education abroad programs remains stubbornly low. While previous research has offered critical information about skills and employability developed through education abroad, research on additional impacts for employers and local economies has been lacking.

A major new research initiative addresses this literature gap and offers data that institutions can apply to localize the impacts of education abroad and strengthen student participation. In this session, leading education abroad professionals will share how they coordinated efforts to conduct research projects interrogating the impact of education abroad on career and economic outcomes. Presenters will share the motivations behind the research initiative, methods and outcomes, and advice on how colleges and universities can apply the findings to advance institutional goals for student success.

1:15 pm – 2:30 pm  
Concurrent Sessions 9

**Workshops and Panel Discussions (cont'd)**  
*The following sessions are 75 minutes each.*

**Building Intercultural Literacy Through Online Study Abroad in Early Childhood Education**

*Daniela Fenu Foerch, Clinical Associate Professor, Florida International University; Flavia Iuspa, Associate Teaching Professor, Florida International University*

How can global learning opportunities reach more students, especially those who are first-generation, enrolled online, or studying in underrepresented fields such as early childhood education? This session will present an innovative hybrid model that combines a six-week online course with a two-week study abroad experience in Trento, Italy. Designed for students at Hispanic-Serving Institutions, the course helps future educators explore culturally responsive teaching while building intercultural literacy through direct engagement with Italian educators and reflection on global perspectives. Participants will gain insight into the program's structure, hear examples of student learning and transformation, and explore findings from the newly launched Intercultural Literacy and Global Learning Survey. The session includes interactive prompts, group discussion, and examples of reflection-based assignments that attendees can adapt for their own programs. This session is ideal for faculty, administrators, and global learning professionals seeking scalable, equity-minded strategies to prepare future educators for culturally and globally diverse classrooms.

**Beyond Borders: Global Collaboration for Global Learning and Employability**

*Marcos Avilez, Director of Internationalization, University of Viña del Mar; Steve Baeza, Academic and manager for faculty employability and community engagement, Universidad catolica de la santisima Concepción; Stephanie Doscher, Senior Fellow for Program Development and Engagement, Global Citizenship Alliance*

Collaborative online international learning (COIL) offers a scalable solution by giving students authentic project-based opportunities to practice these competencies while still in college. This session will highlight a five-year project that expanded COIL access for thousands of students and faculty across continents and sectors. Panelists from US and Chilean higher education institutions, the Learn Chile international education network, and Johnson & Johnson will discuss the initiative's three phases: large-scale COIL professional development in Chile (2020–21), multidisciplinary COIL implementation across global institutions (2021–present), and the emergence of complex workforce competency projects in partnership with industry. This discussion aims to provide attendees with concrete strategies to integrate global learning within their institutional contexts, fostering collaboration between academia and industry.

**1:15 pm – 2:30 pm**  
**Concurrent Sessions 9**

**Workshops and Panel Discussions (cont'd)**  
*The following sessions are 75 minutes each.*

**Partnering for Success: Connecting Education Abroad, Career Services, and Employee Recruiting to Enhance Students' Career Readiness**

*Brennan Biddle, Founder & CEO | International Recruiter, North Star Talent Ventures; Kathleen Sensabaugh, Director of Study Abroad, James Madison University; Myles Surret, Associate Vice President for Career, Experiential Learning, and Transitions, James Madison University; Margaret Wiedenhoef, Executive Director of Center for International Programs, Kalamazoo College*

In an era of increased emphasis on career preparation in higher education, it's wise to maximize the effect of education abroad on students' vocational trajectories. While the link between education abroad and robust career outcomes has been well researched, the literature indicates the need for more collaboration between university career centers, education abroad offices, and employers. This session will bring together experts from those fields to share how to better cultivate the leaders of tomorrow by discussing emerging trends in the field and applied best practices.

**Empowering Campuses and Communities Through Global, Transdisciplinary Collaboration: Innovative Strategies Through the Worldwide Climate and Justice Education Week Initiative**

*David Blockstein, co-Director of Solve Climate by 2030, Bard College; Alec Buenaventura, Co-Leader, University of Philippines Open University; Jeanie Bukowski, Associate Professor and Faculty Director, Bradley University; Felicia Davis, Founder and Managing Director, HBCU Green Fund-Africa; Myron Williams, Senior Advisor, HBCU Green Fund and Associate Professor, Clark Atlanta University*

Climate change is arguably the most pressing global issue that we face, and it is urgent that we reach across borders—both physical and disciplinary—if we are to develop meaningful solutions. Global learning must include climate change education, broadly conceptualized. This workshop is designed to advance interdisciplinary teaching and learning about climate change through the example of the Worldwide Climate and Justice Education Week initiative. Coordinated climate change education brings faculty and students together across disciplinary, institutional, and geographic boundaries to cocreate educational experiences designed to catalyze climate action and to provide a communal space for optimism and hope. This session will provide the tools and inspiration to engage in a global movement to educate about, and raise awareness of, climate and justice issues.

**2:30 pm – 3:15 pm Eastern**  
**Break**

**Break**

**3:15 pm – 4:15 pm Eastern**  
**Concurrent Sessions 10**

**CONCURRENT SESSIONS 10**

**3:15 pm – 4:15 pm Eastern**  
**Dialogues for Learning and**  
**Panel Discussions**

**Dialogues for Learning and Panel Discussions**

*The following sessions are 60 minutes each.*

**Crossing Code and Culture: A COIL Case Study on Gender, Leadership, and Team Dynamics in a Bicontinental Computer Science Collaboration**

*Anthony Kapolka, Associate Professor of Computer Science, Wilkes University; Manjot Kaur, Asst. Professor of Computer Applications, Dr. BMN College of Home Science (Empowered Autonomous)*

How can global learning promote equity, leadership, and collaboration across cultures, disciplines, and time zones? This session will explore a two-year collaborative online international learning (COIL) project connecting introductory computer science students at Wilkes University (USA) with senior peer mentors from Dr. BMN College of Home Science (Empowered Autonomous), an all-women's college in Mumbai, India. With a gender studies lens, the project tackled challenges of intercultural communication, time zone logistics, and student-led teamwork in a virtual setting. Presenters will share the project structure, lessons learned, and adjustments made between iterations—including the shift toward emphasizing team dynamics over technical deliverables. Participants will engage in interactive discussion on effective COIL strategies, inclusive peer mentorship, and sustainable global partnerships that can be adapted across disciplines. Whether you're launching a virtual exchange or refining an existing model, this session will offer practical takeaways and space for shared problem solving.

**Great Problems Seminar—Shelter the World: A Case Study in Community Collaboration STEAM Project Curriculum**

*Kathryn Crockett, Adjunct Faculty, WPI; Amanda Wittman, GPS Faculty, WPI*

Worcester Polytechnic Institute's Great Problems Seminar (GPS) program provides an opportunity for first-year students to explore interdisciplinary approaches to global-scale problems in a team format. With faculty backgrounds in architecture and political science, our class focused on shelter for the homeless. The City of Worcester's commissioner of health and human services partnered with us to bring forward a real-time design problem to address homelessness issues the community currently faces. Through a flipped classroom model, students had in-class design challenges with varied team groupings. Coupled with individual homework assignments, the curriculum was design to develop critical thinking skills through rigorous writing, research, and design approaches. The final product was a compilation poster presented by each team to officials and community partners at Worcester City Hall. Through our case study, we will explore how collaborative teamwork can be an effective pedagogical technique to cultivate community engagement in a purposeful way.

**3:15 pm – 4:15 pm Eastern**  
**Concurrent Sessions 10**

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

**Bridging Language Learning and Career Readiness: A Collaborative Model for Global Competence**

*Anouk Alquier, Lecturer in French, Mount Holyoke College; Jean Janecki, Head of the Language & Culture Commons, Mount Holyoke College; Kelly Woods, Associate Director, Integrated Advising, Mount Holyoke College*

In this interactive session, explore how language education in general and French in particular serve as a gateway to global learning and career readiness. Drawing on our program's partnership with the Career Development Center and the Language & Culture Commons, we will examine how integrated models that connect classroom instruction with immersive initiatives and collaboration enhance intercultural competence, civic engagement, and professional preparation. Participants will discuss strategies to embed language learning within broader global education efforts and identify approaches that foster transferable skills essential for success in today's interconnected world. Whether you are developing a program or strengthening existing offerings, our dialogue will offer practical insights for embedding language education at the center of global learning and career readiness.

**Global Learning in STEM: New Dialogues for a Connected World**

*Hitesh Rai Kathuria, Provost and Executive Vice President for Academic Affairs, Empire State University; Parul Khurana, Associate Professor, Empire State University*

Global challenges demand STEM graduates who can apply technical expertise within diverse, interconnected contexts. Yet, integrating global learning into STEM courses and programs often remains fragmented or overlooked. This Dialogue for Learning invites participants to explore innovative strategies for embedding global perspectives into STEM education. Through guided dialogue and peer exchange, we will examine how global learning enhances critical thinking, ethical reasoning, and problem-solving skills in STEM fields. Participants will engage in small-group discussions to identify barriers, share successful models, and develop actionable ideas for curricular transformation. This session will provide tangible strategies for incorporating global learning into your classroom and STEM programs, helping institutions build more inclusive, globally engaged curricula. Whether you are just beginning to explore global learning integration or seeking to deepen existing efforts, this session will offer practical insights and a collaborative space to reimagine STEM education for a connected world.

## Conference Day Two: Thursday, November 13

**3:15 pm – 4:15 pm Eastern**  
**Concurrent Sessions 10**

### **Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

#### **Using the IDI for Learning, Assessment, and Improving Intercultural Competency**

*Tara A. Harvey, Chief Intercultural Educator, True North Intercultural; Mylon Kirksy, Assistant Professor of Practice, University of Texas at Austin; Tracy Tachiera, Learning & Innovation Director, IDI, LLC*

Discover how the Intercultural Development Inventory (IDI) can transform your approach to global learning and intercultural development. This session will explore the IDI, a leading, research-based tool for assessing and developing intercultural competence across diverse contexts. We'll discuss the developmental model behind the IDI, clarify what it measures, and address common misconceptions. Drawing on more than forty years of combined experience, panelists will share practical examples of how the IDI has been used to support intercultural growth among faculty, staff, and students. We'll discuss the benefits and limitations of the IDI and the importance of pairing assessment with intentional development efforts. Whether you're new to the IDI or looking to deepen your understanding, you'll leave with actionable insights and a better understanding of how the IDI can fit into your context. Join us to expand your global learning toolbox and make informed decisions about using the IDI in your work.

**3:15 pm – 4:15 pm Eastern**  
**Ideation Sessions**

#### **Ideation Sessions: Global Engagement for Career and Future Readiness**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Steve E. Grande, Assistant Professor and Program Director, College Student Personnel Administration, James Madison University*

#### **Global Classrooms, Local Impact: Internationalizing Teacher Education Through COIL**

*Allison L. Freed, Department Chair Teaching and Learning, University of Central Arkansas*

Teacher education programs face unique hurdles in providing international experiences. This interactive session will explore how collaborative online international learning (COIL) provides a powerful and accessible solution. Discover how our partnerships with students in Northern Ireland, the Philippines, and France, focused on topics such as digital citizenship, science education, current events, and design thinking, fostered global competence. We'll share our successful integration of research-based tools, such as the Global Competency Learning Continuum and the Global Readiness Scale, to assess student growth and drive curriculum development. Join us to strategize how to overcome programmatic mandates, leverage digital tools for global understanding, and build sustainable international collaborations, ultimately preparing teachers to cultivate globally minded citizens. Expect a dynamic discussion, practical insights, and innovative ideas for internationalizing your curriculum.

**3:15 pm – 4:15 pm Eastern**  
**Concurrent Sessions 10**

**Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Reimagining Business Education: Developing Cultural Competencies and Entrepreneurial Mindset to Address Poverty in Emerging Markets**

*Ann-Lorraine Edwards, Assistant Professor of Management, State University of New York at Oswego (SUNY)*

This presentation underscores the need for course curricula that prepare students to engage with complex global challenges, fostering responsible leadership and social responsibility. By focusing on poverty alleviation and nation-building, the session will contribute to discussions on the role of higher education in addressing societal issues.

**Ideation Sessions: Professional Development for Global Learning / Global Engagement for Career and Future Readiness**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Anjam Chaudhary, Program Director for Global Inclusion, Dean's Office, International Studies and Programs, Michigan State University*

**A COIL Project to Develop Blogs on United Nations Sustainable Development Goals**

*Gayathri Banavara, Assistant Professor, Community College of Philadelphia; Narasimhaswamy A. Banavara, Faculty Member and Program Director, Graduate Computer Science, Mercy University; Jose Felipe Perez Sandoval, Software Certification Lead, Universidad del Noreste*

Sixty-nine students in two universities (one in the United States and one in Mexico) engaged in a collaborative online international learning (COIL) project where they developed blogs on United Nations Sustainable Development Goals (UN SDGs). We will describe the COIL project process, discuss the strengths and challenges of conducting such a project in a relatively short period of time, and discuss potential solutions to ensure a smooth project.

**Two Centers, One Vision: Scaffolding Faculty-Led Global Learning**

*Laura Baecher, Associate Provost for Faculty Development, Kean University; Jessica Barzilay, MSW, Assistant Vice President Global Initiatives, Kean University; Michael Laffey, Director, Center for International Studies, Kean University*

How can institutions grow global learning programming while also supporting faculty innovation and advancement? This session will share a model of collaboration between a university's Center for International Studies and Center for Teaching and Learning that scaffolds faculty development for short-term "Travellearn" programs. Faculty are supported in designing interdisciplinary, joint-travel programs that count toward degree requirements and are encouraged to build on their global networks and institutional partnerships—

## Conference Day Two: Thursday, November 13

**3:15 pm – 4:15 pm Eastern**  
**Concurrent Sessions 10**

### **Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

including a branch campus in China. These innovations have increased student access and strengthened faculty engagement in global teaching and scholarship. Attendees will gain tools to replicate this integrative model on their own campuses.

**4:15 pm – 4:30 pm Eastern**  
**Break**

**Break**

**4:30 pm – 5:30 pm Eastern**  
**Concurrent Sessions 11**

### **CONCURRENT SESSIONS 11**

**4:30 pm – 5:30 pm Eastern**  
**Dialogues for Learning, Panel Discussions, and Workshops**

### **Dialogues for Learning, Panel Discussions, and Workshops**

*The following sessions are 60 minutes each.*

#### **From Conversation to Collaboration: Building a COIL Project from an Informal Teaching Exchange**

*Deborah Brown Leblang, Associate Professor, Bellevue College; Li Liu, Full Professor, Bellevue College*

This presentation will summarize an ongoing collaborative teaching exchange between faculty at the China Academy of Art and Bellevue College. The discussion will include details on how this knowledge-sharing project began as an informal dialogue in Zoom followed by in-person conversations in Hangzhou. The presentation will conclude with current plans to transform this informal project into an outcomes-based collaborative online international learning (COIL) opportunity.

#### **Journeys and Pathways: Building Cultural and Career Competencies**

*Tracey E. W. Laird, Slade Professor of Humanities and Professor of Music / Faculty Coordinator for Global Learning, Agnes Scott College; Lucy Moran, Director, Career Exploration Center, Agnes Scott College; Laura Ochs, Director, Center for Global Learning, Agnes Scott College; Seretha Williams, Associate Dean of Undergraduate Studies, Agnes Scott College*

Agnes Scott College's Global Journeys program integrates global learning with leadership development and career readiness as part of the college's SUMMIT curriculum. Through faculty-led travel and guided reflection, first-year students build National Association of Colleges and Employers (NACE) competencies such as intercultural fluency, communication, and critical thinking. Peer mentors known as Schmidt Scholars support faculty and help students apply leadership skills in real-world contexts. Students synthesize their learning through presentations at a campus-wide research conference, demonstrating professional growth. The program offers a model for intentionally aligning immersive global experiences with transferable career skills.

**4:30 pm – 5:30 pm Eastern**  
**Concurrent Sessions 11**

**Dialogues for Learning, Panel Discussions, and Workshops (cont'd)**  
*The following sessions are 60 minutes each.*

**AI in Action: Enhancing Global Learning Through Intelligent Course Design and Interaction in LMS Environments**

*Meredith G. Hawcroft, Assistant Director of Online Learning, University of South Carolina Aiken*

Artificial intelligence (AI) is changing the landscape of global learning. In this interactive session, we will explore how one institution is using AI within Blackboard to enhance course development and promote global dialogue through its conversation tool. Participants will engage in small-group discussions to explore how AI can be used equitably and ethically to design globally relevant, inclusive learning experiences. We'll share real-use cases, faculty feedback, and strategies for integrating AI into instructional design. Join us to exchange ideas, evaluate implementation models, and contribute to a collective vision for AI in global education.

**How Can Fair Trade Learning Principles Guide Assessment Practices?**

*Mike Bishop, Managing director, Community-Based Global Learning Collaborative; Carolina Bolaños Palmieri, Director of Programs, Child Family Health International*

Have our efforts to make the case for student learning through community-based global learning (CBGL) programs eclipsed the importance of our host community partners? Your co-facilitators will bring both university-based and community-based perspectives to this question-driven dialogue. We will seed our conversation with pair shares and provocations. After offering snapshots of our Global Engagement Survey, we will enter a gap in the literature and in most practice: how to measure benefits for community partners who join with us in CBGL courses and programs. We will interrogate our Fair Trade Learning (FTL) principles that offer an ethical approach to partnerships by protecting vulnerable populations, including just remuneration, and more. Join us to codiscover how FTL can be one basis for beginning to fill that gap—and how by taking on that work we might demonstrate to our strategic international partners our commitment to the relationships that make CBGL possible.

**Designing Democratic Futures: Civic Learning and Collaboration Through Virtual Exchange in the Global Classroom for Democracy Innovation**

*Marco Adamovic, Coordinator, Learning and Community; Doctoral Student, University of Toronto; Jesi Carson, Co-Director, Vancouver Design Nerds; Mukisa Mujulizi, Co-Director, Cape Town Design Nerds; Bettina Von Lieres, Associate Professor, Teaching Stream, University of Toronto Scarborough; Matthew Wingfield, Visiting Scholar, University of Cambridge*

How can we design inclusive, cross-cultural virtual learning experiences that foster civic capacity and democratic engagement? This interactive session will introduce the Global Classroom for Democracy Innovation, a unique model of collaborative online international learning (COIL) and virtual exchange that has engaged more than four hundred students across ten institutions worldwide

**4:30 pm – 5:30 pm Eastern**  
**Concurrent Sessions 11**

**Dialogues for Learning, Panel Discussions, and Workshops (cont'd)**

*The following sessions are 60 minutes each.*

since 2020. Grounded in experiential learning and design thinking, the program partners with global NGOs to facilitate student collaboration on urgent, real-world challenges such as climate justice, migration, and democratic sustainability. Presenters will share core design principles, impact highlights, and lessons learned from multi-institutional and cross-sector collaboration. Participants will engage in breakout discussions to explore ethical approaches to global engagement, strategies for integrating civic learning into virtual classrooms, and ways to adapt elements of the model to their own settings. Ideal for faculty, international educators, and institutional leaders, this session offers transferable insights and a pathway for continued engagement beyond the conference.

**Bridging Global Communities from Multidisciplinary and Multicultural Approaches**

*Tony Lemieux, Professor, Georgia State University; Ethan T. Trinh, Associate Director, Georgia State University - Atlanta, GA; Yali Zhao, Associate Professor and Head of International Virtual Exchange Programs, Georgia State University*

This interactive session will explore virtual exchange (VE) as a powerful strategy for advancing global learning through multicultural and multidisciplinary collaboration. Grounded in Georgia State University's VE initiative and Atlanta Global Studies Center featuring international perspectives, presenters will share accessible frameworks, tools, and evidence-based strategies for embedding VE into diverse educational contexts. Themes include equity-centered design, multilingual engagement, and faculty and student perspectives. Participants will leave with practical resources and ideas to build or expand VE programs that connect learners, educators, and institutions across global and cultural boundaries.

**Entrepreneurial Leadership and AI: Reimagining Global Learning for the Post-AI World**

*Stephen Spinelli, President, Babson College; Beth Wynstra, Associate Professor of English; Faculty Director, Center for Engaged Learning and Teaching, Babson College; Ariel Armony, Provost & Executive Vice President, Babson College; Nada Hashmi, Assistant Professor of Information Systems, Operations and Information Management Division, Babson College*

In this session, Babson College's president and provost along with a faculty member will share how the institution is transforming entrepreneurship education through entrepreneurial leadership and artificial intelligence (AI) integration. Learn how Babson's strategic initiatives—from interdisciplinary AI labs to AI-embedded coursework—are preparing students for global careers and civic engagement. Discover how these innovations are fostering inclusive, human-centered learning experiences that connect global learning to career readiness. This panel will offer actionable strategies, evidence of success, and a vision for the future of global education in the post-AI world.

**4:30 pm – 5:30 pm Eastern**  
**Concurrent Sessions 11**

**Dialogues for Learning, Panel Discussions, and Workshops (cont'd)**  
*The following sessions are 60 minutes each.*

**Beyond Study Abroad: Tech-Enabled, Competency-Based Global Learning to Prepare Students for What Comes Next**

*Paula Caligiuri, DMSB Distinguished Professor, Northeastern University*

Global learning experiences don't automatically build the skills students need—especially in a fast-changing, tech-driven world. This interactive workshop will introduce a research-based strategy to ensure those experiences develop the six competencies that matter most for success across contexts. Participants will engage with myGiide, a web-based platform grounded in more than thirty years of scholarship and already used by tens of thousands of students in 130 countries. MyGiide provides free diagnostics, developmental guidance, and institutional insight into students' growth in contextual agility, specifically, tolerance of ambiguity, curiosity, resilience, humility, relationship building, and perspective-taking. Participants will apply these tools to evaluate their own programs and leave with practical resources for advancing competency-based global learning on their campuses.

**4:30 pm – 5:30 pm Eastern**  
**Ideation Sessions**

**Ideation Sessions: Full Participation in Global Learning**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Stephanie Fratantaro, Professor of Practice, Psychology and Director, General Education, Gwynedd Mercy University*

**Not Just "There to Learn": Reimagining Education Abroad Through Shared Power**

*Gabrielle Haggins, Graduate Research and Teaching Assistant, University of Illinois Urbana-Champaign; Logan T. Pender, Graduate Research Assistant - Predoctoral Fellow, University of Illinois at Urbana-Champaign*

This Ideation Session will expose how Western-centric models continue to shape education abroad policies and practices, and will provide concrete strategies for systemic change. These features include emerging practices, research, concepts, and ideas that advance global learning. Participants will engage with a proven qualitative framework that challenges Eurocentric norms while elevating diverse perspectives and Indigenous knowledge systems. Drawing from critical race theory and transformative pedagogy such as cultural symbiosis, you'll discover practical approaches to reshape institutional policies, create equitable partnerships with host communities, and develop programming that promotes cultural symbiosis rather than colonial learning. You'll be able to leave our session with actionable tools to reimagine education abroad programs as vehicles for mutual understanding and justice. It is essential for administrators, faculty, and program directors to be committed to moving beyond surface-level diversity toward truly transformative international education that benefits both students and global communities.

**4:30 pm – 5:30 pm Eastern**  
**Concurrent Sessions 11**

**Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Global Design Collaboration in the Age of AI: Cultivating a Global Mindset Through Language, Travel, and Imagination**

*Ted Shin, Professor, Metropolitan State University of Denver*

As artificial intelligence (AI) becomes increasingly embedded in design education, the need for human-centered skills—such as empathy, cultural understanding, and creative interpretation—has never been more critical. This session will explore how international design workshops can foster a global mindset in students through experiential learning, intercultural collaboration, and personal growth. Drawing from successful cross-cultural design projects in South Korea and Germany, we will share a scalable model that integrates global learning into the design curriculum. Emphasizing activities such as learning new languages, reading literature, and traveling internationally, this session invites participants to consider how these nontraditional, yet essential, learning strategies can build the imagination, empathy, and intercultural competence students need to thrive alongside AI.

**5:30 pm – 6:30 pm Eastern**  
**Roundtable Discussions**

**Roundtable Discussions**

Roundtable Discussions allow for conversation among a small group of colleagues and will be held virtually using the Zoom platform. Presenters will be assigned a breakout room for the duration of the session, and session facilitators will prompt participant movement between breakout rooms every 20 minutes. No pre-assignments are made — participants may choose to join as many roundtable discussion breakout rooms as they'd like, or they may remain in the same roundtable discussion breakout room for the duration of the session.

**From Local Dialogue to Global Insight: Faculty Perspectives on GenAI, Academic Integrity, and Writing**

*Marcela Hebbard, Senior Lecturer, The University of Texas Rio Grande Valley*

As generative artificial intelligence (GenAI) becomes more common in higher education, students are raising concerns about instructors using these tools without transparency, and many institutions still lack clear policies at the classroom, program, and institutional levels. This session will present findings from an IRB-approved study that explored how interdisciplinary faculty perceive the ethical use of AI across classroom (micro), programmatic (meso), and institutional (macro) contexts. Through a series of interactive workshops hosted by a Center for Teaching Excellence, faculty engaged in reflective conversations about academic integrity, instructional use of AI, and institutional responsibility. Participants completed pre- and post-surveys. Attendees will explore key findings, consider implications for their own contexts, and leave with strategies for fostering ethical, globally aware learning communities through interdisciplinary collaboration around AI.

5:30 pm – 6:30 pm Eastern  
Roundtable Discussions

### Roundtable Discussions (cont'd)

#### **Assessing Global Learning**

*Vesna Dimitrieska, Director, Global Education Initiatives, Indiana University*

The session aims to unpack various aspects of assessing global learning in a roundtable format. Assessing global learning has been both a source of inspiration and a source of frustration. Due to the nonprescriptive and multiple framings, global learning is frequently perceived as a source of inspiration. However, due to lack of clear and widely applicable assessments, global learning at times is a source of frustration. Additionally, what counts as reliable and valid assessment varies greatly across the different disciplines. The focus of the session will be on interactive discussion of reasons to assess global learning, essential questions and key assessment principles, global learning outcomes, and traditional vs. innovative assessment tools.

#### **Building Belonging and Resilience to Hate in Classrooms Through Project-Based Leadership in K–12 Schools and Universities**

*Vikramaditya Joshi, Director of Research, Teachers College, Columbia University; Amra Sabic-El-Rayess, Executive Director, Columbia University*

When students experience educational displacement, they may feel invisible in classrooms and schools. Sabic-El-Rayess and Vik Joshi have developed an immersive, multimodal, and project-based training program called Project Belonging. Supported by an innovation grant awarded by the Department of Homeland Security, Project Belonging strengthens resilience in local communities across the United States through this student-led project-based leadership program. During the session, participants will explore the Project Belonging curriculum, learn from real-world examples of student projects that have built resilience and belonging in their schools and universities, and identify promising practices for educational institutions to espouse in light of the empirical research emergent from the Project Belonging Program that highlights its efficacy.

#### **Weaving a Wider World: Reflecting on Nine Years of Equity and Access Through a Global Intensive Program**

*Adilene Garcia Aniles, Education Abroad Program Manager & Global Engagement Coordinator, University of Colorado-Boulder; Loren Intolubbe-Chmil, Assistant Teaching Professor, University of Colorado-Boulder; Nancy Mora, Assistant Director, McNeill Academic Program, University of Colorado-Boulder; Shane Oshetski, Academic Director - Humanities & Social Sciences, University of Colorado-Boulder*

Join us in conversation with University of Colorado Boulder (CU Boulder) faculty, CU Boulder Education Abroad, and a CU Boulder alum and current staff member to engage in the stories associated with how CU Boulder partnered with the Council on International Educational Exchange to create a transformative, nearly fully funded study abroad experience for low-income, first-generation students during their spring break in the Dominican Republic. This roundtable session will

**5:30 pm – 6:30 pm Eastern  
Roundtable Discussions**

**Roundtable Discussions (cont'd)**

cover faculty-led curriculum design, provider commitment to access, and student transformation. Attendees will explore how short-term, credit-bearing programs can help dismantle financial and cultural barriers to global learning. With evidence of early student success and institutional value, this session will offer a compelling and replicable model for advancing equity in global education.

**Decolonizing Intercultural Education**

*Anjam Chaudhary, Program Director for Global Inclusion, Dean's Office, International Studies and Programs, Michigan State University; Daniela Felletti, Ethical & Global Diversity, Equity and Inclusion Practitioner, Independent professional*

This interactive session invites participants to reimagine intercultural education and learning through decolonial, relational, and Indigenous lenses. Anjam Chaudhary and Daniela Felletti will share personal journeys and practical strategies for integrating marginalized knowledge systems, such as those of the Maya and Yanomami, into curriculum and programming. Participants will engage in reflective activities, explore ethical integration of diverse epistemologies, and discuss challenges including resistance to change and the role of artificial intelligence (AI) in shaping narratives.

**Elevating Beginner-Level Language Instruction for Global Learning in the General Education Program**

*Donna G. Wilkerson-Barker, Director of General Education, Associate Professor of French, SUNY Brockport*

Elevate beginner-level language instruction with purposeful course design. This session will unveil strategies to enhance global learning and intercultural competence, equipping students with the skills to thrive in a diverse world. Through thoughtful analysis and real-world implementation insights, explore how beginner-level language courses offered for general education can foster cultural humility and prepare learners for impactful global engagement. Join us as we examine impactful approaches to bridging language instruction and global engagement.

**Cultural Distance, Friction, and Flow: How COIL Plus International Travel Supported Preservice Early Childhood Teachers' Emerging Understanding of Anti-Bias Education and Intercultural Awareness**

*Cami Condie, Associate Professor, Salem State University; Youn Jung Huh, Associate Professor, Salem State University*

This session will highlight a study that explored how early childhood preservice teachers develop intercultural awareness and anti-bias pedagogy through collaborative online international learning (COIL) and a short-term international travel study experience in Korea. Using the cultural distance–friction–flow framework (Uusimaki & Swirski, 2016), the study examined how students moved from recognizing cultural differences to embracing mutual

**5:30 pm – 6:30 pm Eastern  
Roundtable Discussions**

**Roundtable Discussions (cont'd)**

understanding. Ten students in an anti-bias education course participated in cross-cultural virtual exchanges, collaborative assignments, language sessions, and preschool observations during travel. Their reflections revealed a shift from viewing differences through a "You/They" lens, to recognizing personal biases ("I" lens), and ultimately to building shared understanding ("We" lens). This session will share data-informed insights, student voices, and practical strategies for integrating COIL and cultural immersion into teacher education. Attendees will leave with tools and inspiration for designing global learning experiences that promote empathy, critical thinking, and culturally sustaining practices in early childhood classrooms.

**The Bias Journal: Guided and Purposeful Individual Understanding and Growth Through Experience and Reflection**

*Cathryn A. Chappell, Associate Professor, College of Education, Ashland University*

Help your students to lessen their biases. This session will offer a reflective and informative self-guided approach to remove a lifetime of collected assumptions that hinder us from seeing the value in every student.

**Bridging the Gap: The Use of SDGs as a Common COIL Language**

*Leticia Cherchiglia, Global Teaching and Learning Specialist, Michigan State University; Thomas Rimer, Professor, Michigan State University; Antoinette Tessmer, Associate Professor, Michigan State University*

In this presentation, we will provide case studies related to the validity of using the United Nations Sustainable Development Goals (SDGs) as a way to bridge the gap in interdisciplinary collaborative online international learning (COIL) projects. Given the relevance of the SDGs and their connection to global and local challenges, using SDGs in the design and/or implementation of COIL projects can not only further enhance learning experiences of students but also help better prepare them for careers in a globally interdependent workforce.

**Global Learning for Resource-Limited Institutions**

*Phronie Jackson, Associate Professor, University of the District of Columbia*

Discover how virtual exchange programs can transform global learning access at under-resourced institutions. This session will highlight the implementation of the IREX Virtual Exchange Program at the University of the District of Columbia, a Historically Black College and University (HBCU), showcasing how students engaged in meaningful international collaboration without leaving campus. Presenters will share program design, outcomes, and tools used to foster global engagement through virtual platforms. Attendees will participate in an interactive demo and small-group discussions to explore how similar models can be adapted to their own institutions. Leave with a practical skills for launching or enhancing virtual exchange experiences.

## Conference Day Two: Thursday, November 13

**6:30 pm – 6:45 pm Eastern**  
**Break**

**Break**

**6:45 pm – 7:45 pm Eastern**  
**Affinity Groups**

### **Affinity Groups**

Affinity groups offer an opportunity for conference attendees to gather with colleagues who are interested in diving deeper into specific topics or issues related to global learning. The goal of affinity groups is to seed a peer network of support as you contemplate how you might extend and apply your learning from the conference at your home institution.

### **Collaborative Online Virtual Learning/Virtual Exchange**

**Moderator:** Hope Windle, Director, State University of New York College at Oneonta (SUNY)

### **Ethical Engagement in Global Learning**

**Moderator:** Alia Gilbrecht, University of Houston

### **Global Learning at Community Colleges**

**Moderator:** Amy E. Coren, Professor of Psychology, Pasadena City College

### **Global Learning in International Contexts**

**Moderator:** Larisa K. Schelkin, GIO STEPE/Teaching Faculty/CEO, NASA GLOBE GIO STEPE/UNITAR Global Diplomacy FACULTY/Global STEM Education Center, Inc

### **The Current Value of Global Learning**

**Moderator:** Hilary Landorf, Assistant Vice President. Office of Global Learning Initiatives, Florida International University

### **The Future of Global Learning**

**Moderator:** Renee Lamb, Assistant Professor, Virginia Commonwealth University (VCU)

### **UN Sustainable Development Goals**

**Moderators:** Paula Leavitt; UC Davis; Jolynn Shoemaker, UC Davis

### **Engaged Dialogue**

**Moderators:** Arnd Wächter, CEO/Founder, Crossing Borders Education; Kris Acheson-Clair, Director, Purdue University

## Conference Day Two: Thursday, November 13

### 6:45 pm – 7:45 pm Eastern Poster Presentations and Conversation

#### Poster Presentations and Conversation

Get ready for a dynamic opportunity to engage in conversation with the 2025 Conference on Global Learning poster presenters. During this interactive session, participants are invited to ask questions of poster authors to learn more about the exciting research and promising practices showcased in this year's online poster gallery.

#### **A Collaborative Online International Learning: The MSU LUANAR Experience**

*Aklilu Zeleke, Professor, Michigan State University*

#### **Beyond the Classroom: Unlocking Global Travel as a Pathway to Equity, Engagement, and Lifelong Learning**

*Luni Chhochoon, Partnerships & Growth Director, Volunteering Solutions (part of Impact Explorers Ltd)*

#### **Building Knowledge and Empathy Through Global Conversation: The Role of Virtual Exchange Programs, Service-Learning, and International Partnerships**

*Glenda R. Balas, Professor, UNT Dallas*

#### **Certificates, Workshops, and Communities: A Flexible Approach to Staff Learning**

*Noelle Baldwin, Director of Access & Strategic Partnerships, IES Abroad*

#### **Cultivating Global Citizenship: Connecting Students Across Borders Through Community-Engaged Learning**

*Katherine Horlock, Assistant Professor, Teacher Education and Leadership, Mississippi College*

#### **Empowerment Self-Defense: Building Global Learning Communities through Personal Safety, Civic Engagement, and Social Justice**

*Stephanie Cyr, Faculty Lecturer, San Francisco State University*

#### **Enhancing Online Education and Global Impact of Universities through the Integration of Social Media and AI-Based Service-Learning experiences into the Higher Education Curriculum"**

*Natalia Rekhter, Associate Professor, Governors State University*

#### **Exploring the Technology Tools that Teachers Use for Global Learning**

*Joanna G. Koch, Associate Teaching Professor, North Carolina State University (NCSU)*

#### **Full Circle: Mentoring Graduate Students Through Writing A Literature Review On Mentorship**

*Jenesis R. Long, Instructional Designer, Augustana University*

#### **Generative AI as a Lens on Writing Pedagogy: Global Perspectives, Theories, and Practices**

*Jennifer Dou, general education, Tsinghua University*

Conference Day Two: Thursday, November 13

6:45 pm – 7:45 pm Eastern  
Poster Presentations and  
Conversation

**Poster Presentations and Conversation (cont'd)**

**Global Learning Experiences for Health Care Providers and Prospective Students - Critical Pedagogical Approaches**

*Valerie O. Paton, Professor, Texas Tech University*

**Impact of Indiana University School of Medicine's Service Learning Experience in the Dominican Republic on Medical Students**

*Ethan Goins, Resident, Indiana University-Purdue University Indianapolis (IUPUI)*

**Mira = Look: Designing Belonging Across Borders Through Virtual Exchange**

*Maria Rogal, Professor, University of Florida*

**Piloting Multimodal Interdisciplinary Global Learning for First-Generation College Students**

*Elizabeth Scola, Assistant Professor, National Louis University*

**Purpose First: Re-Visiting Business Education Through the Lens of Conscious Capitalism**

*Helen G. Hammond, Assistant Professor, Grand Canyon University*

**Telehealth as a Gateway to Health Equity**

*Kimberly Cardaci-Macario, Assistant Professor, Farmingdale State College*

**The Transformative Power of Kindness: Cultivating Compassion and Connection**

*Maria J. Serrano, Lecturer, Texas Woman's University*

**The UN's Sustainable Development Goals: A Gateway to Global Learning in a Communication Course**

*Heather J. Hether, Assoc Professor of Teaching Communication, University of California, Davis*

**Think Global, Act Local: Using the SDGs to Bridge Global Learning and Community Engagement**

*William Robertson-Geibel, Assistant Teaching Professor & Associate Director of Experiential Learning, University of California-San Diego (UCSD)*

7:45 pm – 8:00 pm Eastern  
Break

**Break**

**8:00 – 9:00 pm Eastern**  
**Concurrent Sessions 12**

**CONCURRENT SESSIONS 12**

**8:00 – 9:00 pm Eastern**  
**Dialogues for Learning and**  
**Panel Discussions**

**Dialogues for Learning and Panel Discussions**  
*The following sessions are 60 minutes each.*

**Making Global Learning Work Across Classrooms, Campuses, and Communities**

*Connie Penczak, Assistant Director, Florida International University; Michelle Zaldivar, Assistant Director, Florida International University*

Sustaining global learning programs requires more than good ideas; it requires community. At Florida International University, community is the driving force behind the success of a fifteen-year, institution-wide Global Learning for Global Citizenship initiative. At this interactive session, participants will explore how continuous communication and reinforcing activities can build and sustain community. Drawing on the experience at Florida International University, presenters will share strategies for engaging students, faculty, and community partners through both curricular and cocurricular initiatives. Participants will learn how the Collective Impact framework has guided the design of sustainable, mission-aligned programs that have served over 200,000 students. Through dialogue and reflection, attendees will explore how to adapt these strategies to their own institutional contexts.

**Evaluating Scalable Models for Technology-Enhanced Global Learning in Low-Resource Contexts: Addressing the Digital Divide**

*Osei Hyiamang, Assistant Professor, Marymount University*

Join this interactive workshop to explore impactful models leveraging accessible technologies to deliver global learning in low-resource settings. Through collaborative activities and case study analysis, participants will map the landscape of successful initiatives, dissect their critical success factors, and evaluate their impact on learning access and quality. Leave equipped with practical insights and frameworks to contribute to bridging the digital divide and fostering equitable educational opportunities worldwide. This session is ideal for educators, policymakers, NGOs, professionals, and technology innovators passionate about global learning and social impact. You will actively participate in analyzing real-world examples of technology-enhanced learning initiatives to make differences in underserved communities. Discover the innovative pedagogical approaches and technological components that underpin success. You will gain a deeper understanding of how local context, partnerships, and teacher training play pivotal roles in long-term sustainability.

**8:00 – 9:00 pm Eastern  
Concurrent Sessions 12**

**Ideation Sessions: Full Participation in Global Learning  
Dialogues for Learning and Panel Discussions**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Opal Leeman Bartzis, Assistant Dean for Global Learning and Innovation, Michigan State University*

**COIL Across Universities: A Multi-Campus Family Business Experiment**

*Monika L. Hudson, Professor, University of San Francisco; Maria del Pilar Rivera Franco, Assistant Professor, Javeriana University-Cali; Pilar Unidad Tolentino, Assistant Professor, Ateneo University*

Combine students, instructors, universities, and family-owned firms from more than one country into a family business course and what do you get? An astonishing family business international immersion and learning experience! Over an eight-year period, the University of San Francisco (USA), Javeriana University (Colombia), and Ateneo de Manila University (Philippines) have created a course framework that collaboratively tests family business theories and practices within the real-world and has enhanced their collective understanding of family business dynamics and impacts in international contexts. The intent is to use our AAC&U session as a springboard for identifying points of convergence that may be replicated with and/or by other academic institutions.

**Building Inclusive Campus Ecosystems: A Case Study of Nanzan University**

*Chie Fujikake, Lecturer, Nanzan University*

This session will highlight the importance of intentional institutional support for diverse student populations. It will argue that beyond providing services and diversity, equity, and inclusion (DEI) courses, universities must create inclusive institutional ecosystems that foster cross-cultural understanding and human relationships through curricular and cocurricular experiences. Nanzan University in Nagoya, Japan, serves as a case study, having long promoted internationalization through initiatives such as shared dormitories for Japanese and international students since the late 1990s. In 2022, it launched the Janssen International Residence, combining living and learning opportunities. The university also offers intercultural lounges with language-use rules. Since 2020, Nanzan has introduced thirty to fifty COIL courses annually and in 2025 began subsidizing faculty to adopt international collaborative learning (ICL) and collaborative online international learning (COIL) approaches. In spring 2025, promoting the ecosystem, the author implemented ICL in a course, which improved student learning motivation and led to 90 percent of participants forming international friendships, demonstrating the effectiveness of intentional globalization efforts.

**8:00 – 9:00 pm Eastern  
Concurrent Sessions 12**

**Ideation Sessions: Global Engagement for Career and Future Readiness**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Steve E. Grande, Assistant Professor and Program Director, College Student Personnel Administration, James Madison University*

**Reimagining Consulting as a Vocation: Humility and Service in Global Learning**

*Kelly Rubey, Associate Teaching Professor, University of Notre Dame*

As employers increasingly seek graduates with cultural humility, a commitment to integrity, and the ability to lead collaboratively, higher education has a unique opportunity to form students who lead with both competence and character. This session will introduce an emerging framework from Business on the Frontlines, a flagship MBA course at the University of Notre Dame, that integrates the virtues of humility, service, and accompaniment into global consulting practice. Drawing on years of immersive, community-engaged learning with partners across the globe, the framework reimagines consulting as a vocation—preparing students to deliver real-world value while developing as ethical, globally minded leaders. Attendees will explore draft tools and reflective practices that support whole-student development and career readiness and will contribute feedback to refine this model for broader use. Join us to examine how global learning can shape students for the future of work.

**Interning Abroad on a Budget: How Much Financial Aid Is Enough?**

*Quynh D. Dang, Director of Experiential Learning, University of Central Florida (UCF); Estrella C. Rodriguez, Faculty - Experiential Learning, University of Central Florida (UCF)*

International internships are becoming more and more popular. Students can earn credits for their programs of study while getting ready to enter the workforce with cross-cultural skills. In this project, we will document the views of a group of students who interned abroad at an international study center of a Florida university. We will report on available sources of financial aid for students to enroll in a project-based internship, and we will discuss the many benefits they got from the experience. We also will compare our findings with student input from the previous academic years (2022–2023 and 2023–2024). We will comment on how the financial aid package expanded and changed in 2025, the support students got in the process, and their own strategies to apply for their future careers. We will offer commentary on internship benefits for student linguistic and social skills needed to succeed in today's workforce, as reported by student participants.

## FRIDAY, NOVEMBER 14

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9:00 am – 10:00 am Eastern  
Concurrent Sessions 13

### CONCURRENT SESSIONS 13

9:00 am – 10:00 am Eastern  
Dialogues for Learning and  
Panel Discussions

#### Dialogues for Learning and Panel Discussions

*The following sessions are 60 minutes each.*

#### **Higher Education Institutions as Catalysts for Local Capacity Development: A Framework for Community-University Engagement**

*Carmen Luca Sugawara, Director for International and Global Engagements & Associate Professor, Indiana University-Purdue University Indianapolis (IUPUI)*

In response to rising inequality, the delegitimization of higher education, and social isolation, community-university engagement (CUE) is gaining attention among European universities and social development leaders. Despite CUE's growing relevance, the literature remains sparse when examining the contributions of such programs to local communities. This presentation will introduce an analytical framework (Luca Sugawara, 2022) that provides a roadmap for designing, examining, and measuring the potential contributions of CUE initiatives in strengthening local capacity for community development (LCCD). The framework highlights three pillars: community assets, functioning capacity, and transformational capacity. The presentation will conclude with implications for designing global learning initiatives that promote democracy, civic engagement, and the role of higher education institutions in social development.

#### **Breaking Barriers: Institutional Perspectives on Building Inclusive and Career-Ready Global Learning Pathways**

*Jenna D. Gonzalez, Director, Disability Resource Center, University of Florida; Gosia Malgosia Kwiatkowska, Director, University of East London; Chris Lawlor, CEO, Learn International; Pingchien Neo, Director, International Engineering Programs, University of Florida*

Explore innovative strategies for creating inclusive, accessible global learning programs that prepare students for a diverse, interconnected workforce. This panel will feature a faculty leader in engineering, a director of disability resources, a CEO of an industry partner, and an overseas faculty collaborator who organized a hands-on hackathon focused on disability problem-solving. Together, they will share real-world insights on integrating universal design, technology, and experiential learning to support students with disabilities in international contexts. Engage with experts as they discuss overcoming barriers, fostering cross-sector partnerships, and connecting global learning to career readiness. Participants will gain practical tools and inspiration to build equitable, impactful global programs tailored to diverse student needs.

## Conference Day Three: Friday, November 14

**10:00 am – 10:15 am Eastern  
Break**

**Break**

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 14**

### **CONCURRENT SESSIONS 14**

**10:15 am – 11:30 am Eastern  
Affinity Groups**

#### **Affinity Groups**

Affinity groups offer an opportunity for conference attendees to gather with colleagues who are interested in diving deeper into specific topics or issues related to global learning. The goal of affinity groups is to seed a peer network of support as you contemplate how you might extend and apply your learning from the conference at your home institution.

#### **Collaborative Online Virtual Learning/ Virtual Exchange**

*Moderator: Alia Gilbrecht, University of Houston*

#### **Ethical Engagement in Local and International Global Experiences**

*Moderator: Renee Lamb, Assistant Professor, Virginia Commonwealth University (VCU)*

#### **Global Learning at Community Colleges**

*Moderators: Amy E. Coren, Professor of Psychology, Pasadena City College; Christina Lee,*

#### **Inclusive Global Learning: Alignment with Institutional Inclusion and Equity Initiatives**

*Moderators: Joenita Paulrajan, Director of the Center for Equitable System Design, University of British Columbia; Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities (AAC&U)*

#### **Generative AI and Liberal Education**

*Moderators: Arnd Wächter, CEO/Founder, Crossing Borders Education; Kris Acheson-Clair, Director, Purdue University*

**10:15 am – 11:30 am Eastern  
Roundtable Discussions**

#### **Roundtable Discussions**

Roundtable Discussions allow for conversation among a small group of colleagues and will be held virtually using the Zoom platform. Presenters will be assigned a breakout room for the duration of the session, and session facilitators will prompt participant movement between breakout rooms every 20 minutes. No pre-assignments are made — participants may choose to join as many roundtable discussion breakout rooms as they'd like, or they may remain in the same roundtable discussion breakout room for the duration of the session.

#### **From None to One to Many: Scaling COIL and Breaking the Barriers to Global Learning**

*Ilze Faucette, Associate Professor, Community College of Philadelphia; Gayathri Banavara, Assistant Professor, Community College of Philadelphia*

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 14**

**Roundtable Discussions (cont'd)**

Study abroad is the traditional model to introduce students to global learning. Collaborative online international learning (COIL) is a no-cost alternative to bring global learning to students' classrooms. Presenters will share how, through sustained and strategic professional development efforts, they introduced, facilitated implementation, and scaled COIL at an urban community college that is predominantly composed of students of color. Presenters will share data related to scaling COIL, the positive impact of COIL on students and faculty, and challenges involved.

**COIL in Practice—for Students, with Students: R1 Faculty Share Strategies for Developing Global Competencies and Career Readiness**

*Silvia Giorgini, Professor of Teaching; Director of Italian Language Courses and Wayne in Abruzzo Study Abroad Prgrm, Wayne State University; Christine Knapp, Associate Professor - Teaching, Wayne State University; Ligia Pamfilie, Instructional Designer, AAC&U; Nancy Philippart, General Partner, Wayne State University; Belle Funds*

Join R1 colleagues for an authentic exploration of collaborative online international learning (COIL) implementation strategies that enhance student global competencies and career readiness. This interactive panel will move beyond theory to share practical insights, challenges, and innovations from successful COIL programs. Discover what motivates faculty to pursue international collaboration, learn from candid discussions of implementation successes and obstacles, and hear powerful student testimonials demonstrating COIL's career impact. Panelists will share innovative adaptations developed through years of refinement and provide practical frameworks for sustainable COIL implementation. The session will feature interactive polling and will be structured as a Q&A with experienced practitioners. Participants will receive downloadable resources including faculty-developed success frameworks and actionable implementation tips. The session is perfect for faculty considering COIL adoption, administrators supporting global learning initiatives, and educators seeking evidence-based strategies for developing student international competencies. Leave with concrete tools, realistic expectations, and connections to experienced COIL practitioners committed to supporting your global learning goals.

**Equipping Students with Cultural Competency for Global Collaboration and Problem Solving**

*Mary Ann Cohen, Senior Lecturer, English Department/School of Liberal Arts, Indiana University-Indianapolis; Charlotte Westerhaus-Renfrow, Clinical Associate Professor, Indiana University-Indianapolis; Mike Polites, Teaching Professor, Department of Communication, Indiana University-Indianapolis*

In global collaborations, students often rush to solve problems without first understanding their partners' cultural values and priorities—leading to miscommunication and missed opportunities for meaningful teamwork. This interactive workshop will equip educators with strategies to teach cultural competency as the essential first step in international projects. Learn how to

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 14**

**Roundtable Discussions (cont'd)**

help students build trust, identify shared challenges, and cocreate solutions across cultures.

**An Interdisciplinary Approach to Global Learning in an Age Skeptical About the Value of Higher Education**

*Ronald C. Lee, Associate Professor, Political Science, Rockford University*

The purpose of this session is to help teachers think anew about how they might design a global learning curriculum that engages student interest and helps students to appreciate the value of a global education for their lives as responsible citizens and effective professionals.

**Beyond Fluency: Career-Oriented Approaches to Language Curriculum Design**

*Marie Bertola, Teaching Professor, SCU; Shauna Strauss, Assistant Director, Santa Clara University*

This presentation will showcase innovative curricular initiatives that connect Italian language learning with career readiness, with a particular focus on bridging the humanities and STEM. At the center of the session is a newly developed Italian internship course, which allows Italian Studies majors and minors to earn academic credit while applying their language and intercultural skills in real-world settings, including education, business, and cultural institutions. The session will also highlight collaborations with the Career Center, such as mentorship programs and joint initiatives, as well as interdisciplinary courses like Global Contributions of Italian Design, Italian through Arts, and Made in Italy and Italian Entrepreneurship. Together, these initiatives position Italian Studies as a springboard for professional development, helping students build cultural and linguistic fluency and transferable skills essential in today's job market. Attendees will leave with practical examples for designing language programs that promote global competence, expand student opportunities, and create meaningful connections between liberal arts learning and career-focused experiences.

**Patchwork of Perspectives: COIL as a Quilt of Global Community**

*Perla Barbosa, Assistant Professor, Salem State University; Kara Morton, Assistant Professor, Salem State University*

This interactive session will explore how collaborative online international learning (COIL) can foster a global community, student agency, and the collective good. Two teacher educators will share two different COIL initiatives connecting US and Brazilian university students through critical, student-centered collaborations. Despite different structures—one emphasizing whole-group Zoom meetings culminating in small-group projects centered on active curricula engagement, the other emphasizing small-group work culminating in a photovoice eBook—both projects centered equity, empathy, and intercultural learning. Participants will gain insight into designing COIL experiences that promote meaningful engagement beyond borders, including strategies for navigating challenges such as time zones, tech limitations, different languages,

## Conference Day Three: Friday, November 14

**10:15 am – 11:30 am Eastern  
Concurrent Sessions 14**

### **Roundtable Discussions (cont'd)**

and uneven participation. The session will include hands-on components such as a live poll, breakout discussions, and access to a curated resource guide. Whether you're new to COIL or refining an existing project, you'll leave with adaptable tools and a renewed vision of how digital collaboration can humanize global learning and advance shared educational and civic goals.

#### **Navigating Critical Conversations: Advancing Global Learning Through Digital Literacy, Dialogue, and Place-Based Collaboration**

*Keith Cheng, PhD Student, University of Michigan; Brittany L. Myburgh, Assistant Professor, Jackson State University; Detrice Roberts, Professor, Jackson State University*

This session will explore how the Africana Digital Humanities Lab at Jackson State University, an HBCU in Mississippi, advances global learning by rooting students in local histories, digital practice, and intercultural dialogue. Through student-led projects, international partnerships, and digital archives, the BDH Lab cultivates global citizenship grounded in racial justice and community memory. Participants will explore models for designing equity-centered, digitally fluent global learning initiatives, even in under-resourced contexts.

#### **Finding Hope in Talking to Our Neighbors Around the Globe**

*Martha J. Ritter, Associate Clinical Professor, Direction of Hunan Normal University Partnership Program, Saint Joseph's University*

This interactive session invites participants to reflect on global learning through the lens of hope, dialogue, and neighborliness. Drawing on personal experiences from a dual-degree program in early childhood education across China and the United States, the presenter will share a moment of connection that illustrates the power of relational engagement across borders. Participants will hear the voices of students in China and Zambia and engage in structured dialogue with peers. Grounded in Freire's concept of dialogue as inquiry, the session will emphasize the importance of human connection in global education and offer practices to deepen cross-cultural understanding in our teaching.

**11:30 am – 12:00 pm Eastern  
Break**

**Break**

## Conference Day Three: Friday, November 14

12:00 pm – 1:00 pm Eastern  
Concurrent Sessions 15

### CONCURRENT SESSIONS 15

12:00 pm – 1:00 pm Eastern  
Concurrent Sessions 15

### Dialogues for Learning and Panel Discussions

*The following sessions are 60 minutes each.*

#### **From Mini Course to Campus-Wide Movement: Scaling COIL Through Intentional Faculty Development**

*Mandy Brookins, Executive Director of Global Affairs, Ball State University; Alicia J. Miller, Director of Global Initiatives & Operations, Ball State University*

How do you scale collaborative online international learning (COIL) from one department to an entire university? At Ball State University, we built a short, flexible COIL mini course to prepare faculty and ignite cross-campus interest in global virtual exchange. This session will share how the course has grown from a pilot to a university-supported initiative with nearly every college represented—and how we're using it to build institutional momentum for global learning. Participants will walk away with a practical roadmap, a sample mini-course structure, and ideas for faculty incentives, partnerships, and long-term engagement.

#### **Institutionalizing VE/COIL: Comparative Models for Starting and Scaling Up VE/COIL Operations**

*GianMario Besana, Associate Provost for Global Engagement and Online Learning, DePaul University; Rositsa Leon, Director of Curriculum Internationalization, DePaul University; Ana Cristina Salomao, Assistant Provost for International Affairs, Sao Paulo State University (UNESP)*

What does it take to launch and scale up a virtual exchange/collaborative online international learning (VE/COIL) operation at the institutional level? What factors and considerations need to be addressed to implement a sustainable and successful VE/COIL program? Within a general framework for institutional implementation, presenters will discuss two concrete institutional models: one from a Brazilian perspective and one from a US perspective. Participants will engage in facilitated small- and large-group discussions on how the framework and the specific models may be adapted to each individual context and institution.

#### **Virtual Exchange Success (and Stumbles!) Stories Across Modalities**

*Kelly DelGaizo, Professor, St. John's University; Roberta Hayes, Associate Professor, St. John's University; Michael Zheng, Assistant Professor, St. John's University*

This Dialogues for Learning panel discussion will focus on the experiences of three professors who have completed the collaborative online international learning (COIL) program and taught at least one iteration of a virtual exchange course. While we all work at the same university, we represent different disciplines (e.g., communication, biology, physics), and we have taught our respective COIL courses in different modalities (e.g., asynchronous, hybrid). We have also had COIL partners from different areas of the globe. Our discussion

**12:00 pm – 1:00 pm Eastern**  
**Concurrent Sessions 15**

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

will focus on what we've learned—the positives, the obstacles, and the feedback gained from students. Key topics include using collaborative technology to work across time zones, ways for students to analyze real-life world issues while building empathy and global awareness, and how the COIL program has worked in our science and communication courses. We aim for high levels of audience participation as we facilitate a discussion based on our experiences.

**Leveling Up: Maximizing Short-Term Global Experiences Through Virtual Exchanges**

*Nichol DelGiorno, Associate Professor of Music, Illinois College; Steven M. Gardner, Professor of Global Studies--Spanish, Illinois College; Margaret Marek, Professor of Global Studies--Spanish, Illinois College; Todd Oberg, Professor of Mathematics, Illinois College; Catharine O'Connell, Provost and Dean of the College, Illinois College*

At Illinois College, we enjoy long-term partnerships with institutions abroad, including universities in Cuba and Ecuador. We have been working to incorporate virtual exchanges between our students and their peers into the predeparture program in order to help students arrive in the host country better prepared to adjust to their new surroundings. We also use virtual exchanges to increase the number of students and faculty who interact with our partnering institutions, helping them develop projects abroad with only short face-to-face visits. In this presentation, we will discuss the process of incorporating virtual exchanges into collaborations between institutions in different countries. We will provide examples of different types of virtual exchanges in which faculty and students participate. And we will present the challenges we are facing as we continue to expand the role of virtual exchanges in our global collaborations.

**Making Global Learning Work: National Data and Dialogue on What's Next**

*Veronica Onorevole, Director of Innovative Global Education Initiatives, American Association of Colleges and Universities (AAC&U); Megan Allen, Associate Director of Virtual Exchange/COIL Initiatives, American Association of Colleges and Universities (AAC&U)*

Across higher education, global learning is increasingly recognized as a catalyst for student success and career readiness. But how are institutions turning that belief into action? This session will present key findings from AAC&U's 2025 Global Learning and Institutional Transformation survey, which gathered insights from more than five hundred faculty, administrators, and global education professionals across diverse US institutions. The results highlight both promising practices—such as emerging models for employer engagement, digitally supported experiential learning, and curricular integration—and persistent challenges in scaling and alignment with institutional strategies. Following a brief presentation of the findings, participants will engage in interactive

## Conference Day Three: Friday, November 14

**12:00 pm – 1:00 pm Eastern**  
**Concurrent Sessions 15**

### **Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

dialogue to reflect on their own practices, exchange ideas, and codevelop strategies for scaling what works. Designed as a space for collaborative exploration, this session invites participants to envision the next chapter of global learning—one rooted in innovation, perseverance, and alignment. Participants will gain a clearer understanding of national trends in global learning integration, challenges, and innovations drawn from AAC&U's 2025 survey findings. Through facilitated dialogue, they will connect these insights to their own institutional contexts and identify practical strategies for alignment with career readiness, employer engagement, and institutional priorities. Attendees will leave with peer-informed ideas and actionable approaches to advance global learning in ways that are scalable, strategic, and impactful.

### **Local to Global/Global to Local: Community Collaborations**

*Dan Choffnes, Executive Director, ASIANetwork; Jack D. Harris, Professor Emeritus of Sociology, Hobart & William Smith Colleges; Lisa Trivedi, Christian A. Johnson Excellence in Teaching Professor of History, Hamilton College; Siti Kusujarti, Professor of Sociology, Warren Wilson College*

How can you reconceptualize community engagement in undergraduate programming as less extractive and more collaborative? How do you honor local and global communities' integrity in relationships that involve visiting and learning without "otherizing" them? How do they become real partners in your teaching and learning enterprise? ASIANetwork is pursuing new ways to engage our faculty and their students in outward-looking activities that are transformative in addressing social issues, fostering civic participation, and affecting public policy through programs designed intentionally to disrupt the conventional relationships between our higher education institutions and the local and global communities and institutions with which we interact. Discover a more collaborative model that empowers and engages international and local communities and institutions, supports collaborative efforts, promotes student professional development, and uses various methods for disseminating the outcomes of these activities.

**12:00 pm – 1:00 pm Eastern**  
**Ideation Sessions**

### **Ideation Sessions: Professional Development for Global Learning**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Korryn Mozisek, Director of Integrative Learning, Office of the Vice Provost for Education, Carnegie Mellon University*

### **Building Faculty Learning Communities to Support Collaborative Online International Learning**

*Diane D. Chapman, Executive Director and Associate Vice Provost for Faculty Development, North Carolina State University (NCSU); Alice Lee, Associate Teaching Professor, North Carolina State University (NCSU); Megan Lupek, Co-Director of Environmental Sciences & Associate Teaching Professor, North Carolina State University (NCSU)*

## Conference Day Three: Friday, November 14

**12:00 pm – 1:00 pm Eastern**  
**Concurrent Sessions 15**

### **Ideation Sessions (cont'd)**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

How can we support and sustain faculty engagement in collaborative online international learning (COIL)? This interactive Ideation Session will explore the development of a faculty learning community (FLC) designed to foster collaboration, peer learning, and innovation around global virtual exchange. Drawing on early experiences from a new COIL-focused FLC at North Carolina State University, facilitators will share insights into its formation, structure, and early outcomes. Participants will engage in collaborative brainstorming through Padlet and discussion, exploring key questions such as: What motivates faculty to join a FLC? What institutional supports are needed? What programs or activities are most beneficial? Attendees will leave with ideas for creating or enhancing their own faculty communities that support global teaching goals.

### **The Implications of a Global Learning and Internationalization Institute on Faculty**

*Joseph G. Hoff, Director, Office of Global Education and Engagement, University of North Carolina at Charlotte; Adriana L. Medina, Professor, The University of North Carolina at Charlotte*

This session will detail how one institution engaged faculty in learning how to integrate global learning into their curriculum. Presenters will share data on faculty perceptions on the impact of the Global Learning and Internationalization Institute (GLII). Participants will leave with ideas for developing faculty capacity for global learning and internationalization from the faculty's point of view.

**12:00 pm – 1:15 pm Eastern**  
**Break**

**Break**

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

### **CONCURRENT SESSIONS 16**

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

### **Dialogues for Learning, Panel Discussions, and Workshops**

*The following sessions are 75 minutes each.*

### **Combatting Disinformation: Educators' Role in Safeguarding Democracy**

*Uttam Gaulee, Professor, Morgan State University*

Disinformation campaigns pose a significant threat to democracies worldwide. In "Combating Disinformation: Educators' Role in Safeguarding Democracy," learn from a real-life case study in Nepal how educators can play a pivotal role in identifying and countering false narratives. This session offers practical tools and strategies, insights into the role of critical thinking and media literacy, and examples of successful interventions. Engage in interactive discussions and take away actionable plans to implement in your own institutions, fostering a more informed and engaged citizenry.

1:15 pm – 2:30 pm Eastern  
Concurrent Sessions 16

**Dialogues for Learning, Panel Discussions, and Workshops (cont'd)**  
*The following sessions are 75 minutes each.*

**COIL As a Pathway to Enhancing Sustainability Awareness in the Business Field: A COIL Experience Integrating Global Institutions from the Americas, Europe, Africa, and Asia**

*Ruben Burga, Assistant Professor, University of Guelph; Anjali Chaudhry, Professor, Dominican University; Amelia Naim Indrajaya, Associate Professor, IPMI International Business School; Mary Ragui, Senior Lecturer, Kenyatta University; Isabel Rodriguez Tejado, Professor, Universidad de Navarra*

This engaging panel will explore the pedagogical innovations of collaborative online international learning (COIL) as a powerful tool for experiential, cross-cultural, and sustainability-focused business education. Highlighting a recent large-scale COIL initiative involving more than 700 students from eight institutions across the Americas, Europe, Asia, and Africa, the session will showcase how COIL fosters global sensitivity, teamwork, and curriculum engagement through virtual collaboration with real-world small and medium-sized businesses. Panelists—faculty with hands-on experience—will share insights on student learning outcomes, sustainability mindsets, and the practical challenges and successes of implementing COIL in business programs. Attendees will gain valuable strategies for integrating COIL into their own teaching, including a template used to guide activities and support learning. Moderated by a COIL-experienced faculty member, this session promises dynamic discussion and audience interaction on how to operationalize COIL to cultivate responsible, globally minded future leaders through innovative, international experiential learning.

**Gaining Understanding Through Role-Playing: Leveraging Active Learning and Perspective-Taking to Develop Empathy**

*Veronica M. Dristas, Associate Director, University of Pittsburgh; Korryn Mozisek, Director of Integrative Learning, Office of the Vice Provost for Education, Carnegie Mellon University*

This interactive workshop will review intercultural and gaming literature to offer how role-playing simulations build global learning skills, such as empathy, communication, and ethical decision-making, which employers and scholars identify as critical workplace skills. Attendees will participate in a condensed version of the course-based activity focused on the impacts of artificial intelligence (AI) on the workplace, experiencing the exercise from the student's point of view. A guided debrief will follow, using prompts from the previously offered course to reflect on values, assumptions, and cultural perspectives. Attendees will compare their reflections with those of students and discuss implementation strategies for their own contexts. By engaging in the role-playing activity and reflections, participants will examine the pedagogical value of experiential learning in fostering intercultural competence. This immersive approach offers a unique way to adopt the learner's perspective, enabling participants to assess the effectiveness of such methods in cultivating empathy, perspective-taking, and global awareness.

## Conference Day Three: Friday, November 14

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

**Dialogues for Learning, Panel Discussions, and Workshops (cont'd)**  
*The following sessions are 75 minutes each.*

### **How to Develop and Implement COIL as a High-Impact Practice in the Undergraduate Classroom**

*Danielle V. Schoon, Assistant Professor of Teaching, The Ohio State University*

Collaborative online international learning (COIL) offers broad access to global experiences and rigorous, meaningful, applied online learning opportunities. COIL is a high-impact practice when it utilizes key features defined by the AAC&U: engagement with diversity and global learning, collaborative assignments and projects, and ePortfolios. Activities aimed at self-awareness and empathy give students opportunities to develop their intercultural competence. Online interactions with students at the partner institution begin with icebreakers that allow students to build meaningful connections and then develop into a collaborative project utilizing original research in small groups. Throughout the COIL experience, students reflect on their experiences and assess their own development and learning experiences. This interactive workshop will guide participants through an introduction to COIL as an innovative approach to the undergraduate curriculum and how to develop and implement COIL as a high-impact practice.

**1:15 pm – 2:30 pm Eastern**  
**Innovation Sessions**

**Innovation Sessions: Elevating and Integrating COIL and Virtual Exchange – A**  
*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Grace Sims, Graduate Student/Assistant, Indiana University - Bloomington*

### **Global Diplomacy in Action: Leveraging the UN Institute for Training and Research Fellowship for VE/COIL Innovation**

*Larisa K. Schelkin, GIO STEPE/Teaching Faculty/CEO, NASA GLOBE GIO STEPE/UNITAR Global Diplomacy FACULTY/Global STEM Education Center, Inc*

How can global diplomacy frameworks enhance the impact of virtual exchange (VE) and collaborative online international learning (COIL)? This session will explore how the UNITAR Global Diplomacy Fellowship Program can equip educators with new tools and perspectives to design more innovative, engaging, and career-relevant VE/COIL experiences. Drawing on firsthand examples from fellowship participants, the session will demonstrate how diplomacy-based practices—such as negotiation simulations, multilateral collaboration, and cross-cultural leadership—can foster deeper student collaboration, strengthen project-based learning, and expand the relevance of VE/COIL across disciplines and career pathways. Participants will engage in a sample diplomacy activity, explore adaptable strategies, and leave with actionable ideas for applying global diplomacy concepts to elevate the quality and visibility of VE/COIL on their campuses. Whether new to VE/COIL or looking to expand existing programs, attendees will gain fresh insights for advancing global learning through the lens of diplomacy in action.

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Connecting Classrooms, Cultures, and Communities: A Global Learning Exchange in the First-Year Experience**

*Lamia N. Scherzinger, Teaching Professor, Indiana University Indianapolis*

Discover how combining a first-year seminar with a global virtual exchange can transform students' college entry experience. This session will showcase an innovative, high-impact model that connects students across cultures through collaborative online international learning. Learn how asynchronous and synchronous components, public health guest speakers, and intercultural dialogue create a rich, inclusive learning environment. Attendees will engage in sample activities, explore assessment data, and leave with tools to implement or enhance global learning in their own courses.

**Integrating Virtual Exchange into General Education: Teaching with Popular Visual Culture in the Digital Age**

*Aelim Kim, Assistant Professor, University of Arkansas at Fayetteville*

This session will present a case study on the design and implementation of a collaborative online international learning (COIL) curriculum within a general education (GE) course at a US university. Grounded in critical multiculturalism and critical media literacy, the course used global popular culture as a springboard for intercultural dialogue and critical reflection. Participants will explore how virtual collaboration between students in the United States and South Korea has fostered global awareness, challenged cultural assumptions, and encouraged media literacy in digitally networked learning environments. Attendees will gain practical insights into the COIL model, including strategies for building international partnerships, designing curriculum, and enhancing student engagement. Interactive elements such as polls, chat discussions, and digital resources will support attendees in envisioning how to implement or adapt this model in their own contexts. This session is designed for educators, administrators, and researchers seeking innovative and inclusive approaches to global learning in virtual formats.

**Innovation Sessions: Elevating and Integrating COIL and Virtual Exchange – B**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Michelle Zaldivar, Assistant Director, Florida International University*

**From Global Exchange to Career Edge: Embedding Virtual Teamwork into Business Education**

*Erin Johnson, Professor of Instruction, University of Iowa*

This session will showcase a virtual exchange (VE) project embedded in an international business course where students from the United States (University

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

### **Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

of Iowa) and Kosovo (University of Prishtina and University for Business and Technology) developed intercultural and professional skills through collaborative online modules. Using Canvas Catalog, the experience mirrored global virtual work environments and offered students the chance to earn a certificate of completion, something many used to strengthen their resumes and LinkedIn profiles. Attendees will explore how VE can enhance career readiness and global learning and engage in activities to adapt the model for their own contexts.

### **Seven Tips to Simplify the COIL Process**

*Ligia Pamfilie, Instructional Designer, AAC&U; Hope Windle, Director, State University of New York College at Oneonta (SUNY)*

Transform your approach to collaborative online international learning (COIL) with seven proven strategies that eliminate common implementation barriers while enhancing educational outcomes. This interactive session will address the technical, cultural, and logistical challenges that often overwhelm educators new to COIL partnerships. You'll discover practical solutions for successful use of technology, culturally responsive team formation techniques that improve collaboration effectiveness, and streamlined assessment frameworks that maintain academic rigor without burdening faculty. Whether you're launching your first COIL partnership or seeking to streamline existing programs, you'll leave with practical tips that make international collaboration accessible, sustainable, and impactful.

This session is perfect for faculty, international education professionals, and administrators seeking to expand global learning opportunities without overwhelming complexity.

### **Collaborative Online International Learning to Enhance Intercultural Effectiveness in Social Work Education**

*Othelia E. Lee, Professor, UNC Charlotte*

In today's interconnected world, social work students need a global perspective to effectively support individuals and communities from diverse backgrounds. We will explore two innovative learning activities using collaborative online international learning (COIL) principles. One project strengthens students' intercultural skills—helping them communicate and collaborate across cultures. The other focuses on guiding students through the development of their capstone projects. By engaging in meaningful discussions and activities with peers from different countries, students gain fresh insights, broaden their worldviews, and refine their critical thinking. These experiences empower future social workers to approach challenges with cultural awareness and global competence.

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

**Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Innovation Sessions: Full Participation in Global Learning**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

**Session Moderator:** *Pingchien Neo, Director, International Engineering Programs, University of Florida*

**Global Learning in a Block: Stephens College's 3.5-Week Study Abroad Experience**

*Robert Scott Taylor, Dean of Workforce Development and Continuing Studies, Stephens College*

Discover Stephens College's innovative approach to global learning with our new 3.5-week block schedule, integrating immersive study abroad opportunities. This session will explore how short-term, intensive global experiences can enhance student engagement, academic achievement, and personal growth. Learn about the design and implementation of this accelerated model, backed by real-world examples and evidence of success. Through interactive discussions and case studies, attendees will gain actionable insights on how to create similar global learning experiences at their own institutions. Whether you're looking to innovate your study abroad programs or expand immersive learning opportunities, this session will offer valuable strategies and tools to support full engagement in global education.

**First To Go Abroad: Building Global Initiatives for and with First-Generation Students**

*Alexia Pineda Soto, Associate Director, First Gen Initiatives, Loyola Marymount University (LMU); Elizabeth Wimberly, Senior Director, Research, Access, and Academic Engagement, Loyola Marymount University (LMU)*

This presentation will discuss how partnerships and collaborations between centralized academic and student affairs offices can assist in developing and providing educational abroad experiences for first-generation students that are both academically rigorous while also logistically sound and student-centered. Presenters will share details about Loyola Marymount University's short-term summer study abroad program, First To Go Abroad, which offers globally immersive experiences for the university's growing first-generation college student population. Established in 2014, First To Go Abroad has served more than 150 first-generation college students interested in global initiatives rooted in social justice education. This presentation will discuss developing an academically oriented community justice curriculum in increasingly fraught times, as well as practical and logistical aspects of programming, including financial support for low-income students, creation of global partnerships, and student advising and outreach strategies.

## Conference Day Three: Friday, November 14

**1:15 pm – 2:30 pm Eastern**  
**Concurrent Sessions 16**

### **Innovation Sessions (cont'd)**

*Innovation Sessions feature 3-4 consecutive 15-minute presentations with combined Q&A at the end of the session.*

#### **DePaul University's Identities Abroad Initiative**

*Jonathan Montgomery, Study Abroad Program Manager, DePaul University*

This session will showcase DePaul University's "Identities Abroad" initiative—a portfolio of short-term faculty-led programs specifically developed to increase study abroad access and participation for historically underserved students. Participants will explore how intentional programmatic design can advance equity in study abroad and develop strategies to create similar programs at their own institutions. Through an interactive dialogue format, attendees will share their unique perspectives and collaboratively use their expertise to begin thinking through how this type of programming might be implemented at their home institutions.

#### **East-West Studies: Global Approaches to Mutual Understanding Through the Discovery of Unexpected Affinities in Humanistic Texts**

*Akiyoshi Suzuki, Professor, Nagasaki University*

This presentation challenges the conventional emphasis on diversity through difference, arguing that mutual understanding often fails when difference is prioritized over shared similarities. It proposes that recognizing common human ideas, ideals, and modes of thought—evident across global literary and philosophical texts—can serve as a foundation for comparison and understanding. The initiative draws on East-West studies and world literature to promote a pedagogical framework that highlights these similarities through close readings of humanities texts. By encouraging individuals to present local texts within a global context, especially through collaborative online international learning (COIL), the project cultivates practical methods for intercultural education and peacebuilding. It also offers a model for revitalizing humanities programs in universities under threat. The presentation will include examples from the humanities, demonstrate classroom practices, and show how such an approach fosters intercultural empathy and global cooperation.

**2:30 pm – 2:45 pm Eastern**  
**Break**

**Break**

**2:45 pm – 3:45 pm Eastern**  
**Concurrent Sessions 17**

**CONCURRENT SESSIONS 17**

**2:45 pm – 3:45 pm Eastern**  
**Dialogues for Learning and Panel Discussions**

**Dialogues for Learning and Panel Discussions**

*The following sessions are 60 minutes each.*

**Using Assessment to Strengthen the COIL Experience**

*Katie Costanza, Associate Director for Strategy and Impact, University of North Carolina at Chapel Hill; Emmy Grace, Program Manager for Global Education, University of North Carolina-Chapel Hill; Sharmila Udyavar, Associate Director for Global Education, University of North Carolina-Chapel Hill*

Continuous learning and improvement is a common core value in the higher education environment, but it is often one that is not prioritized in program administration. It can feel time consuming and cumbersome. UNC Global Affairs has taken some intentional steps to streamline and optimize the COIL feedback we gather, how we gather it and how we use it. Through student and faculty surveys, we have identified disconnects between the faculty and student perceptions of the COIL experience, and we have been able to recognize some opportunities for improvement in our communication and program design. We have also been able to better understand what resources and additional support faculty need. In this session, we'll share the methods used, questions asked and feedback received from COIL faculty and students that can become lessons learned for COIL educators and administrators beyond Carolina.

**Revitalizing Language Study Through Global Learning Integration**

*Eugenia Fernandes, Assistant Professor, Florida International University; Hilary Landorf, Assistant Vice President, Office of Global Learning Initiatives, Florida International University; Jose Morcillo, Associate Teaching Professor, Florida International University*

In a time when language programs face declining enrollments and shifting institutional priorities, how can we reimagine language education as a powerful driver of global learning and career readiness? Join us for a dynamic dialogue discussion that showcases how a large public research institution is answering this question through a collaboration between its Office of Global Learning and the Department of Modern Languages. This session will bring together voices from leadership, curriculum design, and classroom practice to share a strategic model for embedding global learning (GL) elements into all beginner and intermediate language courses. Learn how this initiative is transforming language instruction into a high-impact, globally focused experience that prepares students for meaningful engagement in local and international contexts. This dialogue will offer a roadmap for institutions seeking to revitalize language learning and connect it to students' academic and professional futures through practical strategies and open dialogue.

2:45 pm – 3:45 pm Eastern  
Concurrent Sessions 17

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

**Intentional and Innovative Planning in Pursuit of Seeing Me Abroad**

*Reka C. Barton, Assistant Professor of Literacy Education, University of Maryland, College Park; D'Kiya A. Bynum, Global Learning Advisor, University of Maryland; Asia C. King, Program Manager for Global Learning Abroad, University of Maryland, College Park*

Global learning has a longstanding tradition of privileging whiteness and marginalizing students and countries of color. Only 5.3 percent of students who studied abroad in the 2021–2022 academic year identified as Black. This number is even less for other historically underrepresented populations. In an innovative approach to better achieve “full participation in global learning,” a small group of staff members envisioned the Seeing Me Abroad initiative, which seeks to create an innovative approach to designing faculty-led programs by including student voices in the development process. The inspiration behind the Seeing Me Abroad initiative lies in the African proverb “something without us about us is not for us.” Therefore, we coconstructed this innovation with us and for us. This session will walk participants through the proactive and intentional planning of this innovative program. We believe that “full participation” starts with fully committed faculty, fully engaged student ambassadors, and fully reenvisioned realities for students to be able to see themselves abroad.

**“To Be Human While Learning”: A Model for Transformative Global Education**

*Kelly Andrade, Director of Global @ Douglass, Rutgers the State University of New Jersey, New Brunswick Campus; Leslie Danehy, Associate Dean for Undergraduate Programs, Rutgers the State University of New Jersey, New Brunswick Campus*

How do you build and sustain equity-centered global learning during times of institutional uncertainty, political pressure, and limited resources? This session will explore a replicable model in practice at Rutgers University through Global at Douglass, an academic division committed to feminist pedagogy, mentorship, and interdisciplinary engagement. Participants will hear from both a program director and senior administrator on how this model has evolved in response to student feedback, staff collaboration, and institutional mission. Unlike traditional study abroad programs, this model grounds global learning in yearlong academic coursework, research methods, and community-based engagement, offering optional, fully funded travel only when appropriate and accessible.

Participants will engage in structured small-group discussions based on their institutional role, receive adaptable tools, and explore how this approach could be applied in their own context. Ideal for practitioners and leaders alike, this session will offer both strategy and inspiration for advancing global learning through care and shared purpose.

**2:45 pm – 3:45 pm Eastern**  
**Concurrent Sessions 17**

**Dialogues for Learning and Panel Discussions (cont'd)**

*The following sessions are 60 minutes each.*

**The Global Learning Faculty Fellows Summer Institute and Fellowship Program at The Pennsylvania State University**

*Melissa Brun, PhD Candidate Higher Education and Comparative and International Education, Penn State University Park; Beate Brunow, Associate Director & Associate Research Professor, The Pennsylvania State University; Deena Levy, Associate Research Professor and Senior Instructional Consultant, The Pennsylvania State University; Tiffany MacQuarrie, Associate Director for Global Academic Engagement, The Pennsylvania State University*

We have all heard the talk about internationalizing courses, but what does this mean in practice? This session will discuss the design and development of Penn State University's innovative, intensive Global Learning Institute (GLI) and Faculty Fellows Program. The GLI is a faculty development program aimed at preparing participants to feel confident in their pedagogical practices around internationalization of courses and curriculum. We talk about our journey to define global learning for the institution. And we discuss our implementation of this program that empowers faculty to embed global learning pedagogy, activities, and student learning outcomes into courses across all disciplines and commonwealth campuses. Presenters will share Penn State's approach—highlighting both successes and challenges in designing and delivering a university-wide global learning faculty development program, evaluation and improvement strategies, and efforts to build a sustainable community of practice.

**Collective Impact for Global Learning: Supporting a Connected Stakeholder Ecosystem**

*Dave Harker, Executive Director, Partners for Campus-Community Engagement; Sarah Stanlick, Associate Dean, Global School, Worcester Polytechnic Institute*

While there are many organizations that support and sustain our global learning ecosystem, inconsistent ways of engaging and coordinating efforts of those organizations remain. This panel will bring together representatives from several membership-based organizations (including Partners for Campus-Community Engagement and the Community-Based Global Learning Collaborative) in order to clarify and articulate our purpose, shared goals, and opportunities to thrive during a period of uncertainty and disinvestment from global learning. We will provide space for creative ideation and structured brainstorming, culminating in a final set of next steps for coordination and partnership within our global learning ecosystem.

**2:45 pm – 3:45 pm Eastern  
Concurrent Sessions 17**

**Ideation Sessions: Community Building for the Collective Good**

*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Stephanie Fratantaro, Professor of Practice, Psychology and Director, General Education, Gwynedd Mercy University*

**Bring the World to Them: Recent World Cinema in the Classroom and Community**

*Vincent Piturro, Professor, MSU Denver*

This session will detail how recent world cinema can be used to educate and enlighten our students and the community. I will show I have created specific courses—Recent World Cinema and Human Rights Films—as well as incorporated lessons into other courses, and how those lessons are received. In addition, we will discuss duplicating the process for the community, ultimately creating a synergy between classroom and community. Students and community learn about the world and current issues through these fascinating and informative films, most of which people have never heard or can access. Then, through our session discussion, we will discuss ideas about how anyone can do this. Bring the world to your classroom and community!

**From the Local to the Global and All Points In Between: Strategic Planning for Comprehensive Global Learning at Land-Grant Institutions**

*Bradley Boovy, Director of International Studies Degree, Associate Professor, Oregon State University; Michele Justice, Director of OSU Global Opportunities, Oregon State University; Zachery Spire, Public Engagement Research Specialist, Oregon State University*

Participants will discuss ideas for integrating global learning opportunities across multiple programs to foster robust global learning ecosystems. Our focus will be on leveraging strategic connections between offices and programs at universities that haven't historically worked together, for example, education abroad offices and extension services. We suggest that the tension between "global" and "local" programs presents a strategic opportunity to align place-based engagement with broader knowledge systems, providing a vital platform for integrating global learning outcomes into community-based education and contributing to a university's broader global learning objectives. Drawing on an emerging model at Oregon State University, presenters will share ideas for building strategic connections that invite us to step out of our disciplinary silos and challenge conventional dichotomies such as international/domestic, global/local, and classroom-based/community-based. Participants will then participate in a collaborative mapping exercise to generate strategies for building connections across multiple programs and areas at their respective institutions.

## Conference Day Three: Friday, November 14

**2:45 pm – 3:45 pm Eastern**  
**Concurrent Sessions 17**

**Ideation Sessions: Leveraging Technology for Global Learning Innovation**  
*Ideation Sessions feature 15-minute presentations from multiple presenters. Each 15 minute presentation is immediately followed by 15 minutes of Q&A.*

**Session Moderator:** *Amy E. Coren, Professor of Psychology, Pasadena City College*

**COIL Match Maker: An AI-Powered Software Application**

*Izzy C. Crawford, Associate Dean: Economic, Social, and Cultural Development, Aberdeen Business School, Robert Gordon University, Aberdeen, Scotland*

Find out how the prototype COIL Match Maker software application is leveraging artificial intelligence (AI) to recommend potential collaborative online international learning (COIL) partners and projects with user-generated responses, clickstreams, and page views. In this session, participants will be invited to help shape the final design and functionality of the app before it goes live.

**3:45 pm – 4:00 pm**  
**Break**

**Break**

**4:00 pm – 5:00 pm**  
**Closing Plenary**

**Closing Plenary – "Looking Forward: Navigating Global Learning for New Realities"**

*Yuko Itatsu, Professor, Graduate School of Interdisciplinary Information Studies, The University of Tokyo; Jenna Mittelmeier, ; Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities (AAC&U)*

The conference will close with a forward-looking conversation about the future of global learning, catalyzing action on the core issues and topics that brought attendees and presenters together this year. Attendees will have the opportunity to submit questions for plenary panelists during the session.