



HUMANITIES
NEBRASKA

UNIVERSITY OF
Nebraska
Lincoln



Welcome to the Workshop on Viewing English Education through a Globalized Lens

8:00-8:30: Continental Breakfast (Location: Teachers College Hall Rotunda)

8:30-10:30: Morning Plenary Session (Location: Teachers College Hall Auditorium, Room 105)

Introductions: Dr. Sarah L. Thomas and Dr. Lauren Gatti, UNL English Education

Special Introduction of the First Lady of the United Republic of Tanzania

Dr. Marjorie Kostelnik, Dean of the College of Education and Human Sciences (CEHS)

Keynote Presentation by Her Excellency, Salma Kikwete, First Lady of the United Republic of Tanzania

Her Excellency Madame Kikwete is the Founder of the Women and Development Foundation (WAMA) in the United Republic of Tanzania, a nonprofit organization which focuses on improving education, health and improving the economic status of women and girls. WAMA has benefited more than 600 girls and provided 290 four-year full fellowships that cover school fees, uniforms, books and transportation. She brings vision, experience and a determined mission to her initiatives in the United Republic of Tanzania and credits her twenty-year teaching experience as the inspiration. She is a pioneer of girl child education and a child rights advocate. For her leadership, she received the 2013 Millennium Development Goals 2013 Women's Progress Award. Currently, she is the Vice-President of the Organization of African First Ladies Against AIDS (OAFLA).

It is our great honor to welcome H.E. Salma Kikwete for her first visit to Nebraska. As a highly experienced educator, she expressed a keen desire to meet Nebraska teachers to explore opportunities for a closer relationship and educational partnerships with the United Republic of Tanzania. We are deeply honored to consider her visions regarding 21st century education.

Appreciation is extended to Mr. J. Joe Ricketts for arranging for the First Lady's Visit to Nebraska. **The Women and Development Foundation** in the United Republic of Tanzania is in collaboration with Opportunity Education Foundation, benefactor and CEO, Mr. J. Joe Ricketts. On September 27, 2013 at the **Gala to Support Global Education**, Mr. Ricketts received the **Malaika 2013 Global Education Award** in recognition of the impact that his foundation has on thousands of students, teachers, and communities in over 1400 schools throughout Africa and

Asia. His foundation has also encouraged global education through their pen pal program that currently connects 909 schools in the USA, including 150 schools in Nebraska. www.OpportunityEducation.org

Dr. Natalie Hahn, Founder and President, the Malaika Foundation

Dr. Hahn worked with United Nations Programs for nearly forty years, primarily in Africa, and has completed UN assignments in 31 countries. Her assignments included projects to empower women's economic status with credit and savings opportunities, forge educational initiatives, advance non-formal programs benefiting youth, and tap the foundation and private sectors for development support globally. For her work in Africa she was honored with a chieftaincy title, an honor bestowed by local communities, in two countries-- Nigeria and Malawi. She is a native of Polk, Nebraska and now resides in Central City, Nebraska and New York City. She was graduated from the University of Nebraska (CEHS), Ohio State University, and Harvard University.

It is a great honor for our college to warmly welcome Dr. Hahn and her esteemed guests attending the ***Gala to Support Global Education***, a CEHS and Malaika event, and our workshop on global education.

International Perspectives on Global Education: The Educator as Scholar-Ambassador, Classroom as Microcosm

Ms. Samuel J. Abarbanel, President & CEO, Micromax Computer Intelligence, New York City

Ms. Rita Abarbanel, Former High School Language Teacher, St. Petersburg and now resides in New York City

Ms. Kathleen Durham, Executive Director of the Eleanor Roosevelt Leadership Center, Val-Kill at Hyde Park, New York

Ms. Alayne M. Faraone, Executive Assistant-Mr. J. Joe Ricketts, New York City

Ms. Carole Hyatt, Founder and CEO, The Leadership Forum, New York City

Mr. Larry Johnson, Former Assistant Secretary General for Legal Affairs, United Nations and Legal Advisor of the UN International Atomic Energy Agency, Vienna and now resides in New York City

Ms. Susan Johnson, Former Director of Curriculum and Associate Head of Marymount School, New York City

Ms. Sarah McCue, Managing Director-World Quant Foundation and Educator-Technology Management, Georgetown University, Washington D.C.

Dr. Dzingai Mutumbuka, Chairman of the Association for the Development of Education in Africa and Former Minister of Education, Zimbabwe and now resides in Alexandria, VA

Ms. Cathy Mutumbuka, Educator, Alexandria, VA

Dr. Dora S. Schriro, Commissioner, New York City Department of Corrections, New York City

Dr. Margaret Snyder, Founding Director: The United Nations Development Fund for Women, New York City

Ms. Andrea Warren, Award-winning author of nonfiction books for young readers, Kansas City

End of Morning Plenary Session

Break: 10:30-11:00

Location: Teachers College Hall Auditorium, Room 105

11:00-12:00: Enriching Professional Identity and Practices Beyond Borders

Educator Panel: Global Experiences—Impacts on Professional Identity and Practices

Ken Flowerday teaches at East High School and earned a Fulbright experience involving teacher and student exchanges in Germany. Ken has taught for 30 years and is passionate about social justice scholarship/pedagogy.

Mark Gudgel teaches at Southwest High School and recently returned from a Fulbright experience in the UK. Mark currently teaches Holocaust Literature and spends time with professional development experiences in Rwanda most summers.

Bonodji Nako is a doctoral student from Chad, Africa and teaches foundations courses in the TLTE department at UN-L. She is completing her dissertation on after school programs (The Lighthouse) and its impact on literacy.

12:00-12:30: Lunch Served in the Teachers College Hall Rotunda by Auditorium

*Generously provided by the Malaika Foundation and The Nebraska Humanities Council

*We'll meet for lunch in our break out session before exploring the session's topic.

Break Out Session: 12:30-1:15

1:30-4:00: Curricular Innovation

1:30-1:50: "Reach the World" Director, Kristen Lahoda (Skype)

Reach the World (RTW) provides interactive resources to connect your classroom to the world. RTW www.reachtheworld.org cultivates relationships between students and fellowship recipients with an innovative program of online journalism and face-to-face interactions. National Geographic Society Education Foundation named RTW a Model Program in Geography Education.

2:00-3:15: Elisabeth Reinkordt: The Making of *When We Stop Counting* and Exploring Curricular Implications

What does this documentary work suggest for English educators committed to honoring students' narratives? How can technology assist students in telling more dimensional, meaningful stories? How is this kind of work fostering global competencies?

3:15-4:00: Closing Discussion/Reach the World Drawing/Workshop Survey

In the globalization era, what is 'English?' Scaffolding articles: Burke, Jim. (2009) "Reimagining English: The Seven Personae of the Future." *The English Journal*

Zancanella, Don and Dawn Abt-Perkins (Eds). "Globalization and English Education." Report from 2007 Conference on English Education Leadership and Policy Summit. *National Council of Teachers of English*.

Afternoon Break Out Sessions

Each workshop participant will attend one assigned break out session. The room location is noted on your nametag. In addition to considering the break out session focus questions, all will be invited to share ideas for classroom practices.

Context: President Obama's initiative, "Educate to Innovate" (2009) aims to bolster science and math achievement to enhance America's innovative potential in an increasingly interconnected world. What role do the arts and humanities play within this initiative? To accent the English teacher's role within the national call for innovation, we invite your voice, your vision about the following questions relevant to teaching in a globalized era.

Session One: TCH 247

Teaching the Classics with ELL Learners in Culturally Responsive Ways

Focus Question: How can ELA teachers conceptualize *linguistically and culturally responsive* instruction for English language learners (ELLs) when teaching canonical texts? How, for example, can educators adopt an asset-oriented, fund of knowledge approach toward language minority students' linguistic and cultural backgrounds when reading Shakespeare and other 'dead poets' required in a traditional syllabus?

Scaffolding Reading: Ousley-Exum, D & Reeves, J. (2013). "Shakespeare and English language learners: Extending relevancy, comprehensibility and literacy."

Session Facilitator(s): Dr. Jenelle Reeves and Dr. Lauren Gatti

Session Two: TCH 109

The ELA Classroom as Microcosm: Fostering Community Building and Civic Development

Focus Question: What constitutes *citizenship* and *civic development* in a globalized context and within the 21st century English classroom? What specific classroom community-building strategies reinforce these skills through application? Further, how might learning experiences extend beyond the classroom to reinforce civic development?

Scaffolding Reading: Ladson-Billings, Gloria. (2005). "Differing Concepts of Citizenship: Schools and Communities as Sites of Civic Development." *Educating Citizens for Global Awareness*, Nel Noddings (ed)

Session Facilitator(s): Dr. Karl Hostetler and Bill Dimon

Session Three: TCH 113

Teaching Conflict Resolution Skills through Peace Education Practices

Focus Question: What is the nature of *peace education*? How might conflict resolution skills play a more evident role in the English classroom? How do we navigate the paradox of reinforcing unity and a safe classroom setting while celebrating diversity and productive dissent/multi-dimensionality in the classroom—and in a way that promotes transference beyond the classroom?

Scaffolding Reading: Smith, Stacie Nicole and David Fairman, (2005). “The Integration of Conflict Resolution into the High School Curriculum: The Example of Workable Peace.” *Educating Citizens for Global Awareness*, Nel Noddings (ed)

Session Facilitator(s): Mark Gudgel and Niki Barnes

Session Four: TCH 139

Gender Studies in ELA Classrooms: Exploring the Impact on Global Citizenship

Focus Question: After considering what 21st century competencies involve, how do gender studies and 21st century competencies interface in the English classroom? In what ways is a gender studies focus more essential in a globalization era?

Scaffolding Reading: McIntosh, Peggy. (2005) “Gender Perspectives on Educating for Global Citizenship.” *Educating Citizens for Global Awareness*, Nel Noddings (ed)

Session Facilitator(s): Toni Dutton and Jillian Harpster

Session Five: TCH 112

Critical Thinking: Foundational Skills in the 21st Century ELA Classroom

Focus Question: Since teaching for critical thinking is an essential part of the ELA teacher’s facilitating role, what teaching strategies are useful toward fostering student-scholars in this way?

How do these skills inform globalized competencies in the ELA classrooms?

Scaffolding Reading: Brookfield, Stephen. (2012). “How Critical Thinking is Learned.” *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*.

Session Facilitator: Amanda Krivda, and Darby Davidson

Session Six: TCH 138

Promoting Cultural Awareness and Literacy in the ELA Classroom

Focus Question: What constitutes cultural awareness and cultural literacy? Further, how can constructivist practices be utilized within our English classrooms to engage students' critical and ethical thinking about their nature and import?

Scaffolding Readings:

Lindblom, Kenneth. (2007). "Teaching English in the World: Rethinking English and Literacy—A View from Overseas." *The English Journal*. (vol. 9 n.5).

Their, Michael. (2013). "Cultural Awareness Logs: A Method for Increasing International-Mindedness among High School and Middle School Students." *The English Journal*. (vol. 102 n.6)

Session Facilitator(s): Bonodji Nako and Ken Flowerday

Session Seven: TCH 249

Creativity: Accenting its Value in the ELA Classroom

Focus Questions: What is *creativity* and its function/operation in the ELA classroom, and what arguments can be made for its centrality toward servicing 21st century competencies? Further, how can teaching for social justice be expressed in composition pedagogy?

Scaffolding Readings: Burke, Jim. "Generating Minds." *The English Journal*. (vol. 102 n. 6)
Lipman, Matthew. "On Creative Thinking." *Thinking in Education*.

Scaffolding Reading: Bruce, Heather. "Subversive Acts of Revision: Writing and Justice." *The English Journal*. (vol. 102 n. 6)

Session Facilitator(s): Scott Gealy and Sally Hunt

In addition to your break out session focuses, we encourage consideration of the following questions as we advance our professional growth in global education:

- What does it mean to internationalize a curriculum? (Or globalize one? And are these the same things?)
- How might we look again at our syllabi to see whose voices are represented? Are there voices and perspectives from around the world?
- How might we take better (and appropriate) advantage of the domestic students in our classrooms who have had international experiences?
- How might we take better (and appropriate) advantage of the international students in our classrooms? How can we welcome them into the discourse without discomforting them unproductively?
- If there is a new essential literacy—something like global literacy or global competency—what are its pieces? How do we best foster it?
- How do educators effectively move in these directions in the midst of other complex professional demands? Further, how is considering educational reform through a globalized lens different than other reform initiatives?

***To access UNL's wireless account during our workshop, please use the following username and password:**

Conference Username: English

Conference Password: Teaching1