



GLOBAL EDUCATION

K-12 SYMPOSIUM

World View

October 17-18, 2018

The Friday Conference Center



Developing Global Educators
The University of North Carolina at Chapel Hill

GLOBAL EDUCATION K-12 SYMPOSIUM

Welcome to World View's K-12 Global Education Symposium! This marks World View's 20th anniversary year. If you have attended World View programs before, welcome back. If you are brand new to World View, we look forward to getting to know you!

As a UNC-Chapel Hill program, we are committed to serving the state with partnerships in more than 85 schools, districts and community colleges. Today participants attend from all regions of North Carolina. Never has our mission been stronger: to equip educators with content, skills and strategies to prepare students to engage in our interdependent and diverse world. We believe that a global education is the solution to creating a peaceful and prosperous world.

In the next day and a half you will experience an immersive professional development experience that is designed to increase your knowledge of global issues and develop your global competency skills. Our goal is for you to return to your classrooms, schools and districts with high impact global resources to immediately integrate into your work plan as a global educator for your students.

On behalf of the World View team, thank you for joining us. We look forward to great sessions with robust discussions as we work together to prepare students as globally engaged citizens, ready to study and work in the world.

Wishing you all the best during this symposium as you integrate global education into your classroom, school and district!

Charlé

Charlé LaMonica
Director, World View

About World View

World View, a public service program at the University of North Carolina at Chapel Hill, equips K-12 and community college educators with global knowledge, best practices and resources to prepare students to engage in our interconnected and diverse world.

Sponsorship and Support



Carolina Asia Center
knowledge, innovation, leadership.



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SCHOOL OF EDUCATION

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Study Guides Due 11/19

Attend the symposium and submit your completed study guide (via email, fax or mail) by Monday, November 19, 2018 to receive 1.5 CEU. Up to 1.0 of these CEU can be aligned with NC's Digital Learning Competencies. Pick up a tracking document at the registration table to record which sessions you attend. World View will use this document to calculate your final CEU.

Download the study guide at go.unc.edu/K12sg or by scanning this QR code.



Share Your Feedback!

Fill out an evaluation online at go.unc.edu/2018K12eval or by scanning this QR code. Your feedback helps to shape future World View programs. Thank you!



Access the LiveBinder

Presentations and other information are available in our LiveBinder. Access it at go.unc.edu/WVK1218 or by scanning this QR code.



Schedule at a Glance - Wednesday, October 17, 2018

| | |
|--------------------------------------|---|
| 8:00 a.m. <i>Atrium</i> | Registration and Continental Breakfast |
| 8:30 a.m. <i>Grumman</i> | Welcome <i>Charlé LaMonica, Director, World View, UNC-Chapel Hill</i> <i>Carol Tresolini, Vice Provost for Academic Initiatives, Office of the Provost, UNC-Chapel Hill</i> |
| 8:45 a.m. <i>Grumman</i> | Plenary I The Future of Work <i>Arvind Malhotra, H. Allen Andrew Professor of Entrepreneurial Education, Kenan-Flagler Business School, UNC-Chapel Hill</i> |
| 9:45 a.m. <i>Grumman</i> | Plenary II Rising Waters: Climate Change and Global Connections for Ports, Port Communities and People <i>Rachel Willis, Professor, Department of American Studies, UNC-Chapel Hill</i> |
| 10:45 a.m. | Break and Exhibits |
| 11:00 a.m. | Concurrent Sessions I |
| 12:00 p.m. <i>Trillium</i> | Lunch |
| 1:00 p.m. | Concurrent Sessions II |
| 2:00 p.m. | Move to Next Session |
| 2:10 p.m. | Concurrent Sessions III |
| 3:10 p.m. | Break and Move to Action Planning or Team Meetings |
| 3:20 p.m. | Action Planning or Team Meetings – see pages 20-21 |
| 3:50 p.m. | Transition to Grumman Auditorium |
| 4:00 p.m. | Plenary III The Destruction of Syria <i>Charles Kurzman, Professor, Department of Sociology and Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations, UNC-Chapel Hill</i> |
| 5:00 p.m. | Adjourn |

Schedule at a Glance – Thursday, October 18, 2018

8:00 a.m. **Continental Breakfast**
Atrium

8:30 a.m. **Welcome**
Grumman *Freebird McKinney, North Carolina Teacher of the Year*

8:40 a.m. **Plenary IV**
Grumman **FILMS BYKIDS: Climate Change through the Eyes of a Child**
Including film screening of My Beautiful Nicaragua
Holly Carter, Founder and Executive Director, BYkids

9:40 a.m. **Plenary V**
Grumman **Putin v. the People**
Graeme Robertson, Professor, Department of Political Science and Director, The Center for Slavic, Eurasian and East European Studies, UNC-Chapel Hill

10:40 a.m. **Break and Exhibits**

10:55 a.m. **Plenary VI**
Grumman **This Is My Home Now Film and Panel Discussion**
Mariah Dunn Kramer, Instructor, Film Studies, UNC Wilmington
Dean MacLeod, Assistant Director of Alumni Engagement, UNC Greensboro
Sun Bujri, Statewide Base Building Organizer, Southeast Asian Coalition
Mai Butrang, Nursing Student

12:00 p.m. **Next Steps**
Charlé LaMonica, Director, World View, UNC-Chapel Hill



Film Synopsis: *My Beautiful Nicaragua*

12-year-old Edelsin Linette Mendez lives with her siblings and parents on their small coffee farm in Nicaragua. As a result of climate change, increasing temperatures and erratic rainfall now facilitate the growth of a fungus that kills the crop. In the last three years alone, the Mendez family harvest has been reduced over 50 percent, forcing them into poverty. With the use of a video camera, Edelsin hopes to make vivid the serious consequences of a severely damaged coffee harvest to her own future and that of her country.



Film Synopsis: *This Is My Home Now*

This Is My Home Now documents the lives of four Montagnard youths whose families have come to America in the past decade from Asia. They live in two worlds – that of their parents and grandparents, who lived in the highlands of Viet Nam but fled from government persecution for their Christian religion and desire for autonomy – and one of constant learning and adaptation to be Americans in North Carolina.

Sessions at a Glance - Wednesday, October 17, 2018

| | Concurrent Sessions I 11:00 a.m. - 12:00 p.m. | Concurrent Sessions II 1:00 - 2:00 p.m. | Concurrent Sessions III 2:10 - 3:10 p.m. |
|------------------------|--|--|--|
| Redbud A | 1. Career Readiness in a Global Economy K-12 DLC | 7. Making Connections: Digital Learning Competencies and Global Education K-12 DLC | 13. Sudan to Charlotte and Back Again: One Lost Boy's Journey to Promoting Education in South Sudan K-12 |
| Redbud B | 2. Applying Global Competence in Your Classroom: Perspectives from an EL Teacher K-12 | 8. Using Art and Artifacts to Understand the World K-12 DLC | 14. Edtech Addressing Global Goals: Inquiry-Driven, Online and Free 6-12 DLC |
| Dogwood A | 3. Preparing Globally Competent Students: Creating a Space for Courageous Dialogues K-12 | 9. Why Teach About the Holocaust in 2018? 6-12 | 15. Historical and Modern Anti-Semitism: Teaching Tolerance by Unpacking Holocaust Denial and Distortion 6-12 |
| Dogwood B | 4. Digital Literacy Should Be Disruptive: Transformative, Entry-Level Approaches to Digital Research and Writing 6-12 DLC | 10. Critical Teaching in Complicated School and Community Contexts 6-12 | 16. "Fake" News and Teaching News Literacy 6-12 DLC |
| Mountain Laurel | 5. #TechTools for Global Engagement K-12 DLC | 11. Going "Beyond the Single Story" with Carolina Navigators K-12 | 17. Exploring Immigration and the Asian Indian Community in North Carolina with the Film <i>Remarkable Journey</i> 6-12 |
| Azalea | 6. Global Ed in Math? We Don't Have To Do That, Do We? 6-12 | 12. You Can't Be What You Can't See: Creating and Sustaining a Globally Competent Culture of Learning Admin | 18. Teaching About the Middle East through the Arts K-12 |

DLC Session is aligned with North Carolina's Digital Learning Competencies

Concurrent Sessions I

10/17 11:00 a.m. – 12:00 p.m.

1. Career Readiness in a Global Economy

Heather Singmaster, Director, CTE and Global Cities Education Network, Center for Global Education, Asia Society

K-12

DLC

Redbud A

To be career ready in today's interconnected economy, students will need 21st century workforce skills that include global competence. CTE is critical to ensuring all students have these skills, with many schools and districts working to upgrade their CTE programs to meet the needs of the global economy. This interactive session will define the global workforce readiness skills your students need; examine examples of current globally-focused CTE programs at the school and district level; and explore free, online professional development tools for administrators and CTE educators to assist in integrating global content into their schools and classrooms.

2. Applying Global Competence in Your Classroom: Perspectives from an EL Teacher

Anne Tomalin, EL/ESL Teacher, Chapel Hill High School, Chapel Hill-Carrboro City Schools

K-12

Redbud B

English Learner (aka ESL) specialists have a front-row seat to observe how cultural differences affect both teaching and learning in content classrooms. Teachers and administrators can be puzzled and frustrated by the behavior of EL students, while ELs can be daunted and confused by unfamiliar classroom expectations and instructional practices. This session will illuminate some of the “unwritten

rules” of our schools, examine examples of how cultural differences manifest in the classroom and identify some interpersonal and instructional strategies that are effective with English Learners and other students from diverse cultural backgrounds.

3. Preparing Globally Competent Students: Creating a Space for Courageous Dialogues

Dana Griffin, Associate Professor, School of Education, UNC-Chapel Hill

K-12

Dogwood A

Bringing the world into the classroom through a critical lens is an innovative teaching strategy as it deviates from traditional classroom practice. As global educators, we must understand and act on issues of global and local significance. As global educators, we must also teach students how to understand and act on these issues. Often times, our students are numb to the events that take place in the world around us and lack the empathy necessary to understand and act, or we as educators may be unprepared on how to address these issues in a classroom environment. In this session, we collectively gather as global educators to discuss the importance of courageous conversations and share strategies for engaging students.

4. Digital Literacy Should Be Disruptive: Transformative, Entry-Level Approaches to Digital Research and Writing

Daniel Anderson, Professor, Department of English and Comparative Literature and Director, Digital Innovation Lab, UNC-Chapel Hill

6-12

DLC

Dogwood B

There has long been a tension between seeing digital developments in education

as evolutionary or revolutionary. No doubt, many new activities helpfully extend familiar approaches in the classroom. But as we deploy digital tools to improve existing models of teaching we may miss out on opportunities to more fundamentally shift learning dynamics. This presentation looks at ways that digital approaches with low-threshold learning curves productively add value to existing assignments and promote changes that create transformative possibilities in the classroom.

5. #TechTools for Global Engagement

Scott Morrison, Assistant Professor of Education, Elon University

K-12

DLC

Mountain Laurel

In this interactive session, participants will be introduced to #techttools and opportunities for global engagement in the classroom, including Twitter, Global Read Aloud, Newsela, #MysterySkype, Padlet, InsertLearning, Peardeck and Flipgrid. Participants are encouraged to bring devices to this session.

6. Global Ed in Math? We Don't Have To Do That, Do We?

Stephanie Morgan, Math Teacher, Pisgah High School, Haywood County Schools

6-12

Azalea

It's in our evaluation instrument, we've all seen it: Teachers promote global awareness and its relevance to subjects they teach. But how do we do that? Is it enough to just pull a few world problems and call it a day? Not really. We have to go deeper, making the mathematics applicable, meaningful and global. It isn't the easiest task, but it's absolutely worth it. Check out this session for ideas on how to incorporate global content into your math classroom!

Concurrent Sessions II

10/17 1:00 p.m. – 2:00 p.m.

7. Making Connections: Digital Learning Competencies and Global Education

Kathy Parker, School Library Media Consultant, NC Department of Public Instruction

K-12

DLC

Redbud A

In 2016, the State Board of Education approved digital learning competencies for teachers and administrators (DLCs). What does this mean for us as educators? How do the DLCs connect with global education? Join this session to find out! Participants will benefit from bringing a fully charged computing device as this session will be digitally interactive.

8. Using Art and Artifacts to Understand the World

Susan Jinks, CTE Teacher, New Century Middle School, Moore County Schools
Kimberly Oakley, AIG Teacher, New Century Middle School, Moore County Schools

K-12

DLC

Redbud B

Come take a field trip around the world using Google Arts and Culture. We will travel across continents without leaving our classroom. No passports or permission slips are needed. Our stops will focus on artifacts, architecture, photographs, paintings and even some street art. We will explore historical moments, delve deep into the visuals of specific decades and look at the political viewpoints of artists. Along the way we will learn how to collect art to make it easy to share with students, so that we may provide students with experiences in the art and culture of our world. As a teacher, you will learn how to navigate Google Arts and

Culture, create a curated exhibit based on a discussion question or theme and walk away with a crowdsourced list of ideas for immediate classroom use.

9. Why Teach About the Holocaust in 2018?

Karen Klaich, Co-Director of Teacher Workshops, NC Council on the Holocaust

6-12

Dogwood A

This session will ask participants to reflect on basic Holocaust history – understanding that it was a watershed event in the history of the world – while also examining the choices that people, groups and governments made during WWII. We will review the ideas of how democratic institutions can be easily pulled apart through apathy and neglect. Best practice activities will include ways to help our students understand the ramifications of racism, prejudice and stereotyping and why we continue to need to teach the lessons of the Holocaust in the twenty-first century.

10. Critical Teaching in Complicated School and Community Contexts

Brian Gibbs, Professor, School of Education, UNC-Chapel Hill

6-12

Dogwood B

This session will engage participants in an interactive discussion about critical and justice-oriented teaching: What it is, the multiple ways it can be done in schools, and its historical and theoretical roots. Participants will also examine recent investigations into the teaching of war to children of soldiers and the teaching of lynching in communities where lynchings occurred.

11. Going “Beyond the Single Story” with Carolina Navigators

Elizabeth Bucrek, Program Manager and Instructor, Carolina Navigators, The Center for Global Initiatives, UNC-Chapel Hill

K-12

Mountain Laurel

In this interactive session, you will learn how Carolina Navigators makes it easy for you to go “beyond the single stories” of countries and cultures in your classroom. An innovative service-learning program, Navigators works with UNC-Chapel Hill students with international expertise to create FREE global education resources for K-14 educators and students across the state. Participants will go on a virtual and hands-on tour of available global education resources and participate in a model activity.

12. You Can't Be What You Can't See: Creating and Sustaining a Globally Competent Culture of Learning

Chris Scott, Assistant Professor of Education Policy, Organization and Leadership, School of Education, UNC-Chapel Hill

Admin

Azalea

The challenge of school and district leadership positions leaders to combat the “one more thing to do” attitude when implementing school improvement. The presenter will prompt leaders to reflect on aspects of instructional leadership and school improvement – including systems and processes management, resource alignment and professional development – to evaluate how they promote globally aware school cultures. With initiatives such as Social Emotional Learning, Problem- and Project-Based Learning and Restorative Practices, leaders can identify strategies to shape school culture and increase global competency.

Concurrent Sessions III

10/17 2:10 p.m. – 3:10 p.m.

13. Sudan to Charlotte and Back Again: One Lost Boy's Journey to Promoting Education in South Sudan*James "Lubo" Mijak, South Sudan Country Director, Mothering Across Continents**Mary Beth Moyer, Program Coordinator, Mothering Across Continents*

K-12

Redbud A

Former Lost Boy of Sudan James "Lubo" Mijak will share his story of fleeing his village in Sudan and becoming a U.S. citizen. He will explain how his journey led him to become the Raising South Sudan country director for Mothering Across Continents. This session will detail his journey, which has inspired hundreds of individuals, schools, churches and civic organizations and has led to support for education in South Sudan, the world's newest and most fragile country.

14. Edtech Addressing Global Goals: Inquiry-Driven, Online and Free*Molly Farrow, Curriculum Specialist, SAS Curriculum Pathways**Michael Robbins, Humanities Teacher, Athens Drive High School, Wake County Public Schools*

6-12

DLC

Redbud B

When we ask students to learn using authentic resources, we transform them into global thinkers. Rather than passively receiving information from a teacher or textbook, students engage in inquiry – making sense of the stories, events and ideas of the past and present through document analysis and

aligning content within its geographic context. Experience how well-designed technology empowers students to explore global issues using case-study inquiry with open-ended questions, identifying evidence from images and text, collaborating with peers and creating content-rich annotated maps. The standards-aligned online activities showcased in this session promote critical thinking and support the themes outlined in the Goals of Sustainable Development outlined by the United Nations. Participants will explore the document analyzer tool to read selections of primary-source document passages from varying points of view. Participants will also experience the ease of tools that provide clarity for students reading background content on global topics.

15. Historical and Modern Anti-Semitism: Teaching Tolerance by Unpacking Holocaust Denial and Distortion*Karen Klaich, Co-Director of Teacher Workshops, NC Council on the Holocaust*

6-12

Dogwood A

This session will review the history of anti-Semitism and how it manifested itself as a catalyst for the Holocaust. Participants will also reflect upon historical anti-Semitic terms and images, as well as those used by neo-Nazis and white supremacists, increasing our understanding of how these emblems are used to continue Holocaust denial and distortion in our world today. Finally, we will share some critical thinking and tolerance activities that will help our students navigate through these troubled times.

16. “Fake” News and Teaching News Literacy

Stephanie Willen Brown, Director, Park Library, School of Media and Journalism, UNC-Chapel Hill

6-12

DLC

Dogwood B

What is “fake” news? How do you know what you’re reading online is accurate? Do you want to improve your students’ ability to evaluate what they see on the Internet? UNC librarian Stephanie Brown has taught multiple news literacy sessions for high school teachers, senior citizens and librarians – and she wants to share what she’s learned. This presentation will include effective and politically neutral ideas you can use to teach students how to verify the information they find online. Stephanie will demonstrate techniques to teach news literacy with hands-on activities and will show how to fact-check stories using NCWiseOwl and Google. Stephanie has developed a checklist that helps students consider the credibility of sources, and she will share the checklist along with suggestions for its use in the classroom. Finally, Stephanie will share some great websites with lesson plans for teaching news literacy in middle and high school. All material will be available online for you to use and modify to suit your students and your classroom situation.

17. Exploring Immigration and the Asian Indian Community in North Carolina with the Film *Remarkable Journey*

Paul Bonnici, Special Projects Coordinator, Carolina K-12, UNC-Chapel Hill

Steve S. Rao, Member, Morrisville Town Council

6-12

Mountain Laurel

Remarkable Journey: Founding the Asian Indian Community in North Carolina is an endearing documentary that offers both a global and a state perspective on Asian Indians, offering an excellent way to engage students in topics such as immigration, Asian Indian history, Indian cultural diversity and Asian Indian contributions to North Carolina. As part of this session, participants will view excerpts from the film and engage in discussion with Councilman Steve Rao, who is featured in the film and became the first Asian American elected official in North Carolina in 2011. Participants will also learn how to access a free copy of the film and accompanying teaching guide by Carolina K-12.

18. Teaching About the Middle East through the Arts

Emma Harver, Program/Outreach Coordinator, Duke-UNC Consortium for Middle East Studies

K-12

Azalea

Art helps us grow and evolve in our understanding of ourselves, each other and the world we live in. This interactive session will enhance understanding of the Middle East through a cultural arts perspective, explore how the arts can increase global competence and include lessons and resources for teaching about the Middle East in the K-12 classroom.

Welcomers



Charlé LaMonica

Charlé is the director of World View at UNC-Chapel Hill. She works with World View's Partners both

on and off campus, forges strategic alliances and collaborations with schools, districts and community colleges, leads the Global Education Leaders Program and represents World View in NC and on the national and global stage. Her international career began as an educational outreach and research associate with the NC China Council of the Asia Society. Within the education arena, Charlé has a vast experience working with students having taught English and history in middle and high schools for more than 15 years; she also taught world history at the community college and university level. Her involvement in international business and education has allowed her to collaborate with those working in Asia, Europe, Latin America, the former Soviet Union and Africa. Charlé holds a master's degree from UNC Charlotte and a bachelor's degree from Boston College.



Freebird McKinney

Freebird is fulfilling his ENTELECHY, on a daily basis. He was literally and figuratively BORN TO BE A TEACHER! It is

his calling, his destiny and his purpose. Learning and teaching are defining aspects in his life as a

“Village Teacher.” As the current North Carolina State Teacher of the Year, he has had the blessing and honor of educating and inspiring countless young men and women inside and outside of the classroom, both in public high schools (for 14 years – currently at Walter M. Williams High School in Burlington) and at Elon University as a School of Education adjunct professor. As a graduate of UNC-Chapel Hill (B.A. in anthropology) and UNC Greensboro (B.A. in history and M.Ed. in curriculum and instruction- social studies) history and philosophy have become his passions and favorite subjects to teach. Global education and service learning are also a great passions of his. He has taken students to multiple countries and as a “Village Teacher,” he attempts to engage his students on the “Hero’s Journey” as they strive to understand their purpose and its meaning.



Carol Tresolini

Carol is the vice provost for academic initiatives at UNC-Chapel Hill and provides administrative oversight for the centers

and institutes reporting to the office of the provost. Her previous experience has been with the Office of Educational Development in the UNC School of Medicine, the Pew Health Professions Commission, mental health and correctional institutions, schools and social service agencies. A native of Pennsylvania, she has a B.A. from Duke University and a M.Ed. and Ph.D. from UNC-Chapel Hill.

Plenary Speakers



Sun Bujri

Sun is a Montagnard, specifically from the Bunong tribe. She was born in the central highlands of Vietnam,

and she lived in a refugee camp in Cambodia for two years before moving with her family to the U.S. in 2002, when she was seven. She graduated from UNC Wilmington with a B.A. in psychology and international studies. She has done work with the Montagnard Dega Association assisting in the Montagnard Hypertension Project and now the Montagnard Population Count. Currently, Sun works for the Southeast Asian Coalition (SEAC) as their statewide base building organizer. SEAC is a social justice organization committed to community education, youth leadership and civic engagement services in the growing Southeast Asian community in the Carolinas; it seeks to reinforce and uphold integrity, empowerment, inclusion, tradition, leadership and critical consciousness at the grassroots level.



Mai Butrang

Mai was born in 1996 in the Central Highlands of Vietnam in the village of Dak Mil. Her family made their living as

coffee farmers and lived off their livestock. Due to religious persecution, she, along with her parents and three brothers, fled to the U.S. in 2002. She grew up in Greensboro, NC and graduated from Walter Hines Pages High School in 2015. She is currently in college as a nursing student.



Holly Carter

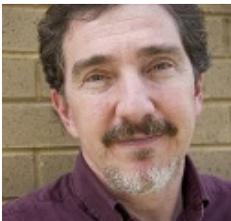
Holly is the founder and executive director of BYkids, a nonprofit organization pairing master filmmakers

with youth from around the world to create documentaries. She began her career as a writer and editor at *The New York Times* and was nominated for a Pulitzer Prize. Since then she lived in Korea as a Henry Luce Scholar and print and television journalist; produced the award-winning documentary *Margaret Sanger*; co-founded North Carolina's Full Frame Festival; served as a consultant for The After-School Corporation; produced the PBS series *Media Matters*; and most recently was the executive director of The Global Film Initiative.



Mariah Dunn Kramer

Mariah is an instructor of film studies at UNC Wilmington, and an independent documentary filmmaker. She has received multiple awards for her work, which has been screened in over twenty festivals. Mariah's most recent film, *This is My Home Now*, was broadcast on PBS and the World Channel. Kramer's graduate thesis film, *The Healing Power of Art*, won the Audience Choice Award at the BolderLife Film Festival in Denver as well as a Royal Reel Award from the Canada International Film Festival. Mariah enjoys working on films that allow her to combine her interests in filmmaking and teaching by involving the youth featured in her productions in the filmmaking process.



Charles Kurzman

Charles is a professor of sociology at UNC-Chapel Hill and co-director of the Carolina Center for the Study of the Middle East and Muslim Civilizations. He is author of *The Missing Martyrs*, *Democracy Denied, 1905-1915* and *The Unthinkable Revolution in Iran*, and editor of the anthologies *Liberal Islam* and *Modernist Islam, 1840-1940*.



Dean MacLeod

Dean is an assistant director of alumni engagement at UNC Greensboro. From 2012 to early 2018, he was the curator of education at the Greensboro History Museum where he co-produced *This Is My Home Now*. Previously, he worked at the National Law Enforcement Museum and U.S. Holocaust Memorial Museum; he has also been a high school social studies teacher and an English for speakers of other languages instructor in Europe. He is the grateful husband of Jessica and daddy to their three wonderful children.



Arvind Malhotra

Arvind is the H. Allen Andrew Professor of Entrepreneurial Education and a professor of strategy and entrepreneurship at UNC-Chapel Hill. His research projects include studying how successful brands leverage social media, open-innovation organizational structures, adoption of innovative technology-based services and management of knowledge. He has consulted, conducted applied research projects or led executive development workshops with ESPN, the U.S. Navy, the U.S. Air Force, IBM, ExxonMobil, Sprint, Cisco and more. His research has been published in

leading academic journals. Arvind received his Ph.D. in business administration and his M.S. in industrial and systems engineering from the University of Southern California. He earned his B.E. in electronics and communications engineering from the University of Delhi.



Graeme Robertson

Graeme is a professor of political science at UNC-Chapel Hill and director of the Center for Slavic, Eurasian and East

European Studies. His work focuses on political protest and regime support in authoritarian regimes. His most recent publications include *Revolution and Reform in Ukraine*, as well as scholarly articles on political institutions in authoritarian regimes, on the political psychology of dictatorship and on nationalism and identity. His first book, *The Politics of Protest in Hybrid Regimes: Managing Dissent in Post-Communist Russia*, was published in 2011. Graeme's new book (with Samuel Greene), *Putin v. the People*, will be published in April 2019.



Rachel Willis

Rachel is a professor at UNC-Chapel Hill and a Thorp Faculty Engaged Scholar working on port planning for climate

change. A labor economist who has focused on access to work in the global economy, her current research on is a result of recent fellowships at the Institute for Emerging Issues, the Institute for the Arts and Humanities and the Global Research Institute. Her previous engaged scholarship projects on work access with respect to childcare, education, transportation and disability have resulted in long-term university/community collaborations across NC. She holds a Ph.D. from Northwestern University, a M.A. from University of Notre Dame and a B.S. from University of California at Riverside, all in economics, as well as a B.A. in political science from University of California at Riverside.

Session Speakers

Daniel Anderson is the director of the Digital Innovation Lab at UNC-Chapel Hill. He is also co-PI of the Carolina Digital Humanities Initiative and director of the minor in composition, rhetoric and digital literacy. He studies digital rhetoric, teaching with technology and alternative approaches to scholarship. His books on teaching include *Connections: A Guide to Online Writing*, *Writing About Literature in the Media Age* and *Beyond Words: Reading and Writing in a Digital Age*. He also creates new media performance art and scholarship using the computer screen as a composing space.

Paul Bonnici serves as the special projects coordinator for Carolina K-12, an organization that works to extend the resources of Carolina Public Humanities and UNC-Chapel Hill to NC's K-12 educators. Paul develops curriculum and designs professional development programs that include access to scholars on key topics and interactive pedagogical training in areas such as history, government and economics. He also manages communications, social media and public relations for Carolina Public Humanities. Prior to joining Carolina K-12 in 2009, Paul taught social studies and served as a testing coordinator for Chatham County Public Schools. He earned his associate's degree in liberal arts from Nassau Community College, a bachelor's degree in history and a master's in arts and teaching from UNC-Chapel Hill.

Stephanie Willen Brown is the director of Park Library at UNC-Chapel Hill's School of Media and Journalism. Stephanie is passionate about teaching students and teachers to identify credible online sources, often serving as a research consultant for students working on public relations campaigns, projects and research papers. She teaches introductory reference at UNC's School of Information and Library Science. Stephanie has

taught educators at all levels about news literacy, including high school teachers, college professors and librarians.

Elizabeth Bucek is the program manager and instructor for Carolina Navigators, and helps to provide K-16 teachers and students with global education resources created by UNC students who have international expertise. She began working in the field of education in 2003 and has worked as a secondary French and Spanish teacher and as an instructional coach. Originally from Michigan, Liz has studied abroad in France, taught English in Spain and has traveled to about 19 different countries around the world. She earned her bachelor's degree at the University of Michigan, Ann Arbor and her master's degree at NC State University.

Molly Farrow is a part-time adventurer, full-time educator and a Wake Forest University graduate with a master's from UNC. She taught in U.S. public schools for 11 years and the Taipei American School before developing online resources for Curriculum Pathways. Working with an education philanthropy team, she creates free online resources. Offerings include a text/audio primary-source repository, an annotation atlas tool, case studies using online document analysis tools and interactive narratives promoting active reading on pivotal issues. Her focus is using technology wisely for student engagement and critical thinking.

Brian Gibbs taught social studies for 16 years in East Los Angeles, California. Now assistant professor of education at UNC-Chapel Hill, he studies the limits and possibilities of critical pedagogy in complicated political and social contexts.

Dana Griffin is an associate professor in the School of Education at UNC-Chapel Hill. She

teaches in the school counseling, human development and family studies and applied developmental sciences and special education programs. She researches best practices for schools and school counselors for working with culturally diverse families and communities. Dana also has a strong commitment to social justice and advocacy and believes that school counselors are in crucial roles to pave the way for bridging the gap between families, schools and communities. In addition to her school-family-community partnerships and parent involvement research, she addresses cultural issues in her teaching and works with students on how to have courageous dialogues within the scope of their work.

Emma Harver is the outreach coordinator for the Duke-UNC Consortium for Middle East Studies. In her role, she works with K-12 and community college educators across NC to increase understanding of the Middle East. Harver develops programs, curriculum units and classroom resources on the region. She currently serves on the Executive Board for the Middle East Outreach Council, the NC Council for the Social Studies and the Southeast Regional Middle East and Islamic Studies Seminar. Emma holds a B.A. in global studies and political science from UNC-Chapel Hill and is currently pursuing a master's in international education.

Susan Jinks is an engineering and design and computer science discoveries middle school teacher in Moore County. Both disciplines focus on making students problem solvers and thinkers. In the past, Susan has worked as an instructional technology coach, elementary teacher and high school teacher. She helped a school deploy a 1:1 laptop program during the 2014 school year. In addition, she successfully co-wrote a grant to establish a Makerspace in the school library. She is a Google for Education certified teacher, certified

trainer and certified innovator. Her doctoral work focused on the factors that lead to the perception of learning within a graduate online course.

Karen Klaich earned National Board Certification in 2002 and 2012 and has been a member of the NC Council on the Holocaust since 2009. She is a retired, thirty-four-year teacher of middle and high school, having taught English, social studies, French, Spanish and a course on Holocaust literature, which she co-authored for her school district. Karen attended Belfer II and is a teacher fellow with the United States Holocaust Memorial Museum as well as the TOLI and Echoes and Reflections programs. In 2008, she traveled to Holocaust sites in Germany and Poland with the NC Center for the Advancement of Teaching. In 2012, she was an invited guest of the Polish Embassy to work with Holocaust educators in Poland. From 2014 through 2016, she co-facilitated a five-day Holocaust training seminar for NC teachers through TOLI. She recently planned and led three bus trips to the USHMM in Washington, DC with the Holocaust Council and with NCCAT. Karen currently teaches English and Spanish at a private school with students who have learning disabilities; she is also the co-director for teacher workshops for the Holocaust Council.

James "Lubo" Mijak: In 2001, NC was one of the states that received 3,600 former Lost Boys of Sudan who were selected to leave refugee camps in Africa and become U.S. citizens. James "Lubo" Mijak was among them. Lubo's journey began when he was eight years old. He was forced to flee when his village was destroyed by civil war. Lubo went on to graduate from UNC Charlotte in 2008 with a degree in international studies. He returned to South Sudan and serves as Raising South Sudan project director of nonprofit Mothering Across Continents. The project provides school

GLOBAL EDUCATION K-12 SYMPOSIUM

materials, teacher training and meals to students in South Sudan, including Nyarweng Primary School in the village where he was born.

Stephanie Morgan is a graduate of UNC-Chapel Hill, where she received her B.A. in mathematics in 2007 and her MAT in 2008. She has been teaching for 11 years at Pisgah High School in Haywood County Schools. She is National Board Certified and currently working toward her Global Educator Digital Badge. She has actively been incorporating global education into the math classroom for the last 5-6 years.

Scott Morrison is an assistant professor of education at Elon University. He taught sixth grade for 11 years in Blowing Rock, NC before becoming a teacher educator. He teaches courses on diversity, assessment, adolescence and environmental education, and his research is on ecologically-minded teaching and educational uses of social media.

Mary Beth Moyer is a peacebuilder and educator. Her journey as an educator began studying international and global studies at the University of Maine at Farmington. In May 2018, Mary Beth graduated from SIT Graduate Institute with her M.A. in peacebuilding and conflict transformation. Over the past several years, she has worked with over 250 young leaders from around the world including Iraq, Germany, Spain and the United States facilitating workshops about conflict resolution, leadership and dialogue.

Kimberly Oakley is a veteran NC classroom teacher with over 25 years experience and a love for learning! She is a middle grades academically and intellectually gifted teacher in Moore County Schools. She has a B.S. in middle grades with a concentration in social studies and language arts with a master's in curriculum and instruction from UNC Greensboro.

Kathy Parker is a Raleigh native who answered the calling to be a lifelong educator. She graduated

with English and history degrees from NC State University and earned ESL certification and a master's degree in library science from UNC Greensboro. She began her career in education as a high school English teacher before transitioning to school library media. In 2008, she earned National Board Certification in library media. Joining the NC Department of Public Instruction in 2012, she is currently the state's school library media consultant in the division of digital teaching and learning.

Steve S. Rao is serving in his third term as an at-large member of the Town Council in Morrisville, NC in Wake County. He served as mayor pro tem from 2015 to 2017. He is a senior business development executive at Alphanumeric Systems, a global tech company headquartered in Raleigh. Elected in 2011, Steve became first Asian American elected official in NC and the Triangle region and the first one reelected in 2013. He was reelected on November 7, 2017 and sworn into his third term on December 12, 2017 by NC senator Jay Chaudhuri. Steve's great grandfather, U Rama Rau, served as the speaker of the house in the state of Tamil Nadu (British India) in the 1930s and left the Parliament to join Gandhi's civil disobedience movement. Steve is featured in the film *Remarkable Journey: Founding the Asian Indian Community in NC*.

Michael Robbins is a high school humanities teacher in Raleigh. He earned his bachelor's degree in secondary education from Slippery Rock University in Pennsylvania. He has a passion for integrating technology in instructional practice, global engagement and social responsibility.

Chris Scott is a native of Eastern NC. He joined the faculty of UNC last fall after spending over 15 years in educational leadership. As a principal in both Raleigh, NC and Seattle, Washington, he oversaw diverse public schools with arts, dual language and STEM instructional themes. Prior to the professorship, he supervised elementary and secondary principals in Washington, co-

facilitated professional development for school-based administrators and central office staff and forged parent and community partnerships to support district initiatives to improve equity and achievement. His research and publications address ethnic identity development for American Indian students.

Heather Singmaster is the director of CTE and the Global Cities Education Network in the Center for Global Education at the Asia Society, where her work focuses on international benchmarking and integrating global competence into Career Technical Education (CTE) programs. She leads the Global Cities Education Network, a network of cities focused on best practice sharing in education. Heather writes and speaks regularly on global education and is host of Education Week's Global Learning blog. Currently, she is working in partnership with ACTE and Advance CTE to create online professional development modules and resources to support the CTE field. She previously worked at the Council on Foreign Relations, the American Association for the Advancement of Science and the Office of the United States Trade Representative. Heather holds a master's degree focused in anthropology from New York University and a bachelor's degree in international affairs from George Washington University.

Anne Tomalin is a National Board Certified Teacher with 28 years of experience teaching English learners from many different cultures, at every grade level K through 12. For the past 7 years she's been an ESL, ELA and reading teacher at Chapel Hill High School. She is a 2018 Fund for Teachers Fellow and recently participated in the World View Global Study Visit to China. She started her teaching career in Atlanta, Georgia after earning B.A. and MAT degrees from Emory University. Before settling in NC, she taught English at a British international school in Cali, Colombia, where she learned a great deal about both British and Latin American cultures.

World View Team



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Action Planning or Team Meetings

10/17 3:20 p.m. – 3:50 p.m.

This 30-minute session is designed to provide an opportunity to determine the next steps in bringing global knowledge, skills and strategies from the symposium back to classrooms, schools and districts. District and school teams should meet in the rooms designated below. If you are not part of a team, please use space in the atrium. Complete the following action plan either as a team or as an individual. Teams should identify a team leader to facilitate the group conversation around the action plan. Be sure to transition to the auditorium at 3:50 p.m. for the plenary session with Charles Kurzman. At the conclusion of the symposium, continue the work in transferring global knowledge, skills and strategies into action in your classrooms, schools and districts through action planning. World View will continue to support your efforts.

| Room | District or School Teams |
|-----------------|---|
| Redbud A | Cabarrus County Schools, Duplin County Schools |
| Redbud B | Chapel Hill–Carrboro City Schools, Charlotte–Mecklenburg Schools, Gates County Public Schools, Vance County Schools |
| Dogwood A | Haywood County Schools, Person County Schools, Pitt County Schools, Warren County Schools, Weldon City Schools |
| Dogwood B | The Cannon School, Ravenscroft School, other teams from independent schools |
| Mountain Laurel | Guilford County Schools |
| Azalea | Wake County Schools |

1. Identify 1-2 goals for how you will apply this professional learning experience to your work in the classroom, school or district.

2. What needs to be done?

3. How will it be done?

4. What is the timeline for implementation?

5. What resources or collaboration are needed for implementation?

6. What evidence will be needed to evaluate progress? How and when will it be gathered?

Exhibitors

World View thanks exhibitors for supporting the symposium and providing resources to participants. Exhibit tables will be set up in the Friday Center atrium.

Ackland Art Museum
ackland.org

**Asia Society –
Center for Global Education**
asiasociety.org

BYkids
bykids.org

Carolina Asia Center
carolinaasiacenter.unc.edu

**Carolina Center for the Study of the
Middle East and Muslim Civilizations**
mideast.unc.edu

Carolina Navigators
navigators.unc.edu

Heifer International
heifer.org

**Holocaust Speakers Bureau –
The Center for Holocaust, Genocide
and Human Rights Education of NC**
holocaustspeakersbureau.org

Mothering Across Continents
motheringacrosscontinents.org

**North Carolina Council
on the Holocaust**
ncpublicschools.org/holocaust-council

**North Carolina Department
of Public Instruction**
ncpublicschools.org

Population Institute
populationinstitute.org

SAS – Curriculum Pathways
curriculumpathways.com

Transition Earth
transition-earth.org

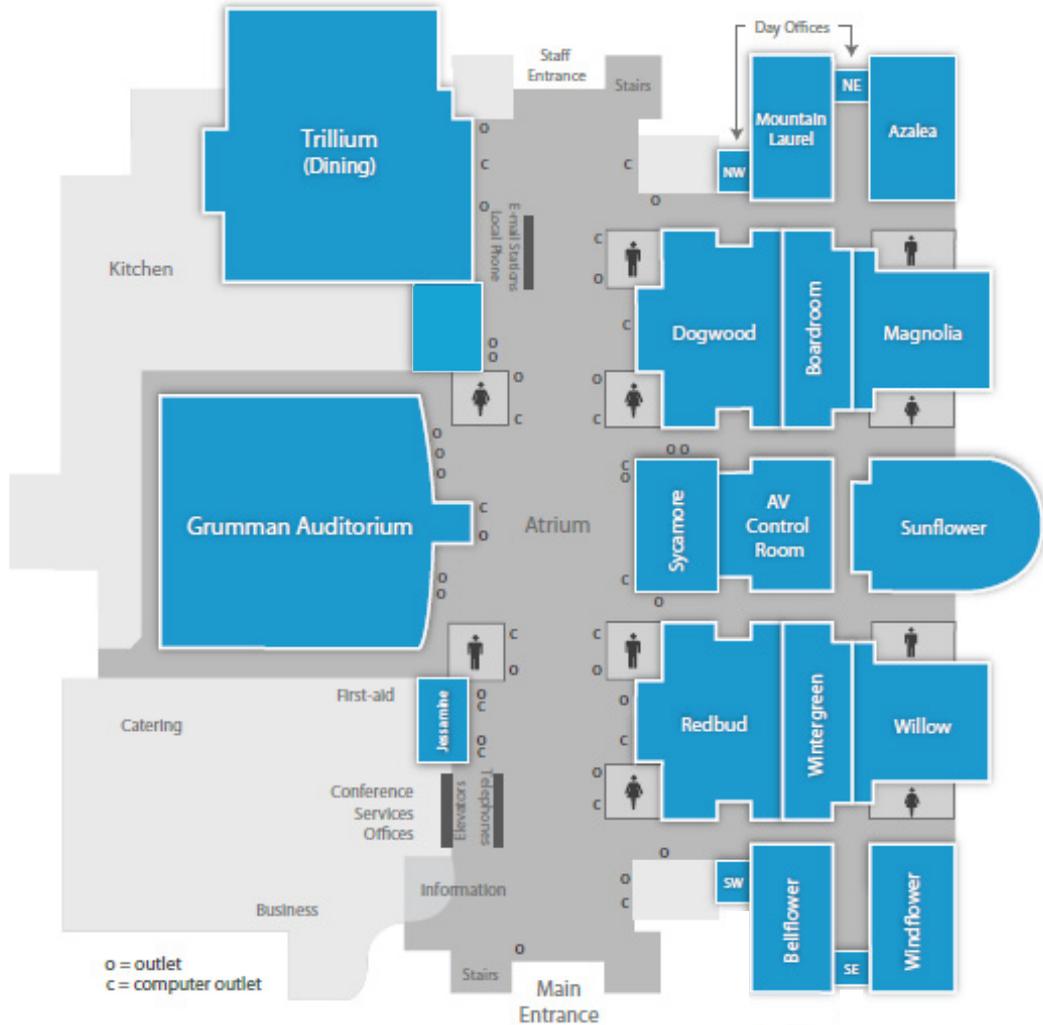
UNC African Studies Center
africa.unc.edu

UNC Center for European Studies
europe.unc.edu

UNC Libraries
library.unc.edu

World View
worldview.unc.edu

Friday Conference Center Floor Plan



Coming up from World View

Latin America and North Carolina
A Seminar for K-12 and Community
College Educators
March 19-20, 2019

Global Migration
A Seminar for K-12 and Community
College Educators
March 20-21, 2019

Creating a Global Media Center
A Workshop for School Library Media
Coordinators
April 25-26, 2019

World View Fellows Program
Summer 2019

Global Education Leaders Program
A Leadership Program for K-12 and
Community College Educators
June 17-21, 2019

Costa Rica
Global Study Visit Program
July 17-26, 2019

Register at worldview.unc.edu

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World View, a public service program of the University of North Carolina at Chapel Hill, equips K-12 and community college educators with global knowledge, best practices and resources to prepare students to engage in our interconnected and diverse world.

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