

THE SUSTAINABLE DEVELOPMENT GOALS

CLASSROOM CONNECTIONS



World View

K-12 Global Education Symposium

October 16-17, 2019

The Friday Conference Center



UNC

WORLD
VIEW

Developing Global Educators

The University of North Carolina at Chapel Hill

THE SUSTAINABLE DEVELOPMENT GOALS: CLASSROOM CONNECTIONS

Dear Participant,

Welcome to World View's K-12 global education symposium *The Sustainable Development Goals: Classroom Connections*. As a UNC-Chapel Hill program, World View is committed to serving the state with more than 88 official partnerships in schools, districts and community colleges.

Today at this important symposium participants come together from all regions of North Carolina to learn about these goals. According to the United Nations, "The SDGs are unique in that they cover issues that affect us all. They are ambitious in making sure no one is left behind. More importantly, they involve us all to build a more sustainable, safer, more prosperous planet for all humanity." Educators play a crucial role in addressing these sustainable development goals in the classroom. During the symposium, participants will explore the value of being a globally competent educator teaching the importance of the 17 global goals.

World View's intent is for you to return to your school and district with high impact global content and resources to immediately integrate into your work plan as a global educator for your students. On behalf of the whole World View team, thank you for joining us. We look forward to outstanding sessions with robust discussions as we work together across grade levels and disciplines to prepare all students to engage in our very interconnected world.

Best to all,

Charlé

Charlé LaMonica
Director, World View



Join the conversation! Tweet about the symposium at **#WorldView2019** or visit our page **@UNCWorldView**.



Find us at
facebook.com/UNCWorldView.

Sponsorship and Support



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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.

Study Guides Due 11/1

Attend the symposium and submit your completed study guide (via email, fax or mail) by Friday, November 1, 2019 to receive 1.5 CEU.

Download the study guide at go.unc.edu/WVK12StudyGuide or by scanning this QR code.



Share Your Feedback!

We'd love to hear what you think of the symposium. Please complete an evaluation available at the registration table. A collection box will be available after we adjourn.

Access the LiveBinder

Presentations and other information are available in our LiveBinder. Access it at go.unc.edu/WVK12Symp2019 or by scanning this QR code.



Schedule at a Glance – Wednesday, October 16, 2019

8:00 a.m. <i>Atrium</i>	Registration and Continental Breakfast
8:30 a.m. <i>Grumman</i>	Welcome <i>Charl� 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 Teaching for Global Competence in a Rapidly Changing World <i>Anthony Jackson, Vice President and Director, Center for Global Education, Asia Society</i>
9:45 a.m. <i>Grumman</i>	Plenary II An Introduction to the UN Sustainable Development Goals <i>Gina Chowa, Associate Dean for Global Engagement and Director of Global Social Development Innovations, UNC School of Social Work</i>
10:45 a.m.	Break and Exhibits
11:00 a.m.	Concurrent Sessions I – For descriptions and room locations, see pages 7-8.
12:00 p.m. <i>Trillium</i>	Lunch
1:00 p.m.	Concurrent Sessions II – For descriptions and room locations, see pages 8-10.
2:00 p.m.	Break and Move to Next Session
2:15 p.m.	Concurrent Sessions III – For descriptions and room locations, see pages 10-11.
3:15 p.m.	Break and Move to Grumman Auditorium
3:30 p.m. <i>Grumman</i>	Plenary III Building International Connections Through the National History Day Project <i>Andrea Kiser, IB Coordinator, H.E. Winkler Middle School, Cabarrus County Schools</i> <i>Michael Williams, Principal, H.E. Winkler Middle School, Cabarrus County Schools</i>
4:30 p.m.	Action Planning or Team Meetings (optional) – see page 20 for instructions and meeting locations
5:00 p.m.	Adjourn

Schedule at a Glance – Thursday, October 17, 2019

8:00 a.m. <i>Atrium</i>	Continental Breakfast
8:30 a.m. <i>Grumman</i>	Welcome <i>Charlé LaMonica, Director, World View, UNC-Chapel Hill</i>
8:40 a.m. <i>Grumman</i>	Plenary IV UNESCO Intercultural Competency Training <i>Darla Deardorff, Executive Director, Association of International Education Administrators</i>
10:40 a.m.	Break and Exhibits
11:00 a.m. <i>Grumman</i>	Plenary V The Distance We've Come <i>Jim Thomas, Director, MEASURE Evaluation Project, Carolina Population Center</i>
12:00 p.m.	Adjourn to Action <i>Charlé LaMonica, Director, World View, UNC-Chapel Hill</i>

PlayMakers Repertory Company presents *Dairyland*

In town for the symposium? Check out the world premiere of comedy *Dairyland* at UNC-Chapel Hill's PlayMakers Repertory Company.

By Heidi Armbruster
Directed by Vivienne Benesch

PlayMakers Repertory Company
120 Country Club Rd
Chapel Hill, NC 27599-3235

Phone: (919) 962-7529

Dates: October 16 - November 3, 2019

Time: 7:30 p.m.

Price: Tickets start at \$15

playmakersrep.org



Sessions at a Glance - Wednesday, October 16, 2019

	Concurrent Sessions I 11:00 a.m. - 12:00 p.m.	Concurrent Sessions II 1:00 - 2:00 p.m.	Concurrent Sessions III 2:15 - 3:15 p.m.
Azalea	1. Why Are We Losing the World's Reef Building Corals and What Can We Do About It? K-12	6. Overview of the Global Nutrition Landscape K-12	11. Students Transform the World by Designing for Change K-12
Bellflower	2. Understanding Global Climate Change and Air Pollution and Their Links with Human Health K-12	7. Exploring Global Conflicts and Peacebuilding in the Globalized Classroom 6-12	12. North Carolina-Moldova School Partnership: Integrating UN Sustainable Development Goals in School-to-School Exchange 4-12
Dogwood A	3. Sparking Critical Thinking with Global News K-12	8. Globalizing the Elementary Environment K-5	13. What Matters to Me? K-5
Mountain Laurel	4. Let's Talk Trash! K-8	9. From Empathy to Action: Solution-Focused Curriculum Design to Promote the Global Goals K-8	14. Sustainability and the Global Food System: Integrating the Global Goals with State Standards K-5
Redbud A	5. Ignite: Teaching Design Thinking and Global Citizenship in a Horizontally and Vertically Integrated Classroom K-12	10. Diving into Sustainable Development Themes through Visual and Literary Analysis in the Classroom 6-12	15. Global Goals and the Classroom: Find Engaging (and free) Resources for Classroom Integration and PBL K-12

Concurrent Sessions I

10/16 11:00 a.m. – 12:00 p.m.

1. Why Are We Losing the World's Reef Building Corals and What Can We Do About It?

John Bruno, Professor, Department of Biology, UNC-Chapel Hill

K-12

Azalea

The corals that build up coral reefs over thousands of years are being wiped out. Global warming is the main cause, yet reluctance to deal with greenhouse gas emissions and the need to “do something!” are fueling all sorts of ineffective solutions. Sometimes displacement activities relieve pressure to make the structural changes needed to save reefs and generally limit climate change impacts. We – scientists, advocates, and the public – need to prioritize effective solutions to emissions reductions.

2. Understanding Global Climate Change and Air Pollution and Their Links with Human Health

J. Jason West, Professor and Director of Graduate Studies, Department of Environmental Sciences and Engineering, UNC-Chapel Hill

K-12

Bellflower

Climate change is among the most important problems our society faces. Air pollution has received increased attention for its widespread effects on global health – in China and India, certainly, but also in the US. Here we will discuss the scientific foundations for both climate change and air pollution and discuss what they mean for society. We'll then address how these problems are related with each other and with global public health. For example, climate change could make air pollution worse

in polluted regions. Similarly, actions to reduce greenhouse gas emissions will have widespread benefits for reduced air pollution and improved health.

3. Sparking Critical Thinking with Global News

Fareed Mostoufi, Senior Education Manager, Pulitzer Center on Crisis Reporting

K-12

Dogwood A

This hands-on workshop will introduce techniques for igniting conversations about the Sustainable Development Goals through engagement with global news stories. Participants will explore reporting on a variety of pressing issues and engage in exercises designed to guide students in making personal connections to news stories. They will examine curricula and student work from Pulitzer Center's education partners worldwide and will work in groups to devise projects where students use global news and journalism skills to take action in support of the global goals.

4. Let's Talk Trash!

Lee Ann Smith, Librarian/Media Coordinator, Glen Arden Elementary School, Buncombe County Schools

K-8

Mountain Laurel

Ever wonder what worms can do for the world? Want to make a footprint vanish? Curious to see how the word “refuse” can be so lovely? Enjoy seeing a noticeable paradigm shift in your learners? Then this “trashy” session is for you! Learn how to incorporate several of the UN's SDGs into engaging, action-taking, standards-based lessons. We will focus on the goals of “Responsible Production and Consumption,” “Climate Action” and “Life Below Water,” although others are also applicable. Return to your classroom with lesson plan templates

and project ideas that will have your students learning where garbage goes, the impact of various forms of pollution and action steps for beautifying the earth. You may even walk away with a souvenir that will make the world a little less trashy.

5. Ignite: Teaching Design Thinking and Global Citizenship in a Horizontally and Vertically Integrated Classroom

Nimmi Ramanujam, Professor of Biomedical Engineering and Director, Center for Global Women's Health Technologies, Duke University

Libby Dotson, Research Associate, Center for Global Women's Health Technologies, Duke University

K-12

Redbud A

Ignite is an educational model based on co-learning and peer-led team learning methods. The curriculum is unique in that it is iterative. Each curriculum developed has three main components: human-centered design, the SDGs and technical skills. Each Ignite curriculum engages students in a specific design challenge based on one of the SDGs. Students apply hard engineering skills acquired in the course to the human-centered design process to go from ideation to prototype. They work on teams to develop solutions that address specific problems defined through a process of stakeholder engagement and observation. As such, students learn the fundamentals of HCD and design-thinking, engaging in the 6-step process (empathize with a community, clearly define a problem, ideate and brainstorm, prototype, test and iterate). The goal is to make STEM more engaging to students, to develop critical and creative problem-solving skills and to close the gender gap in STEM.

Concurrent Sessions II

10/16 1:00 - 2:00 p.m.

6. Overview of the Global Nutrition Landscape

Stephanie Martin, Assistant Professor, Nutrition, Gillings School of Global Public Health, UNC-Chapel Hill

K-12

Azalea

This presentation will focus on the global nutrition landscape and the distribution of under- and over-nutrition worldwide. Many of the SDGs have a nutrition component, given that healthy diets and a good nutrition status are required to achieve the goals. Global nutrition programs and interventions will be described that form the basis of improving the health and nutrition of individuals and populations.

7. Exploring Global Conflicts and Peacebuilding in the Globalized Classroom

Holly Loranger, Assistant Director, World View, UNC-Chapel Hill

6-12

Bellflower

This session introduces educators to key themes in teaching about global conflict and peacebuilding and provides interactive, multimedia strategies and resources for exploring these topics in classrooms of diverse disciplines. The session explores how to use news and popular media, art, music, literature, film and a variety of projects and investigations to support students in developing a deeper understanding of these topics. The session explores strategies for empowering students to become agents of change as well as connections to the Sustainable Development Goals.

8. Globalizing the Elementary Environment

Glenn Reed, Principal, Dixon Elementary, Onslow County Schools

Stephanie Dean, Third Grade Teacher, Dixon Elementary School, Onslow County Schools

K-5

Dogwood A

Dixon Elementary has done extensive work over the last few years to incorporate global concepts into core instruction in an effort to produce globally competitive students who are ready to live, work and contribute in an interconnected world. Having a globally focused environment at our school has allowed our students to recognize and appreciate a culturally diverse local community while reaching out to all corners of the globe. Our stakeholders couldn't be more pleased with not only the international aspects of our instruction, but our introduction to leadership skills and awareness of environmentally friendly programs that will impact future generations. Developing the leadership skills of our students helps them understand the importance of global stewardship and provides service-learning opportunities for young learners to make meaningful contributions to our community. This session will provide many of the "nuts and bolts" of how to incorporate the Sustainable Development Goals in the elementary school and lessons learned in implementing a school-wide global focus.

9. From Empathy to Action: Solution-Focused Curriculum Design to Promote the Global Goals

Dr. Elizabeth O. Crawford, Associate Professor, Watson College of Education, UNC Wilmington

Sally Petermann, Island Montessori School

K-8

Mountain Laurel

Among the important roles of global educators is to nurture in students a sense of empathy, responsibility and concern for self, others and the environment. This presentation will highlight how to use concept-based curriculum to design relevant and meaningful global, SDG-aligned learning experiences that amplify students' voices and sense of agency. Promising practices for cultivating empathy and perspective consciousness – such as visible thinking routines, immersive storytelling and mindfulness – will be explored as participants consider how social-emotional competencies are critical to confronting complex, interdependent local and global challenges. Pedagogical examples and sample resources focused on SDGs 1 (No Poverty), 12 (Responsible Consumption and Production), 15 (Life on Land) and 16 (Peace, Justice and Strong Institutions) will be provided. By the session's end, participants will determine how to align their existing curriculum and content area standards with an action-oriented inquiry of the Global Goals.

10. Diving into Sustainable Development Themes through Visual and Literary Analysis in the Classroom

Jacey Macdonald, Seventh Grade Language Arts Teacher, Daniels Magnet Middle School, Wake County School System

6-12

Redbud A

In this session participants will be guided through the use of several visual analysis tools to engage students in sustainable development topics and themes in the classroom. Participants will learn how they may use these tools to facilitate critical thinking and a deeper understanding of the global issues presented. Educators will gain perspective on the connection between visual and written literacy and will leave the session equipped with tangible tools to integrate global content and sustainable development themes into their classroom curricula. Session materials will draw heavily on the study guides produced through the World View Fellows Program on the OVERBook, co-sponsored by the Population Institute in Washington, DC.

Concurrent Sessions III

10/16 2:15 - 3:15 p.m.

11. Students Transform the World by Designing for Change

Shannon Hardy, Eighth Grade Math/Science Teacher, The Exploris School

Jessie Francese, Eighth Grade Humanities/Science Teacher, The Exploris School

K-12

Azalea

Join NC children and teachers in a global movement of over 2 million working toward the 17 UN Sustainable Development Goals to transform our world! This session will be led by Exploris teachers and students that currently use the Design for Change framework to enrich PBL practices with the standards, service-learning and relevance. Design for Change is a problem solving framework that uses four phases: Feel, Imagine, Do, Share. In these simple steps students FEEL from multiple perspectives, IMAGINE three possible futures, design and DO an action that is possible and reflect and SHARE so that others build on and replicate their work.

12. North Carolina-Moldova School Partnership: Integrating UN Sustainable Development Goals in School-to-School Exchange

Lora Sinigur, NC-Moldova Partnership Liaison, NC Secretary of State Office

Dr. Daniela Munca-Aftenev, President, The Academy for Innovation and Change through Education, Republic of Moldova (via video chat)

4-12

Bellflower

This session introduces educators to the North Carolina-Moldova School Partnership Project. This is a classroom to classroom exchange

between schools in North Carolina and the Republic of Moldova. The project aims to connect schools (grades 4-12) by means of web 2.0 collaborative tools in order to encourage students to address UN Sustainable Development Goals in both school and extracurricular initiatives. The session includes an overview of the project, timeline for the 2019-2020 activities, use of web tools, best practices on how to incorporate the goals and explores strategies for encouraging students to participate in international programs and develop global awareness and make meaningful contributions to their community.

13. What Matters to Me?

Mary Hooks, IB PYP Coordinator, Weddington Hills Elementary, Cabarrus County Schools

J.T. Eberhardt, Fifth Grade Teacher, Weddington Hills Elementary, Cabarrus County Schools

K-5

Dogwood A

An inquiry into the exit project for the IB Primary Years Programme called the Exhibition. Develop learner agency through choice, voice and ownership through an open-ended mini-inquiry of the Sustainable Development Goals. Learn how fifth grade students designed their own non-government organizations and used multi-media to share with the school community. Students developed plans for taking action to address local and global issues by using Kath Murdoch's inquiry cycle. The research process and student examples will be also shared. Participants in this session can expect to gain an understanding of local and global issues, use the inquiry cycle to guide the research process and create a plan to include ways of taking action and ideas for student-initiated action and service.

14. Sustainability and the Global Food System: Integrating the Global Goals with State Standards

Shannon Angel, Jessica Cahill and Layne Kennedy, Graduate Students, M.A.T. Elementary Education Program, UNC Wilmington

K-5

Mountain Laurel

Many teachers wonder: how can I meet state standards and foster students' global citizenship? In this session, attendees will experience an original, field-tested unit of study entitled "Sustainability and the Global Food System" that engages children in learning about critical concepts such as natural resources, interdependence and fair trade; investigating the state of coral reefs; and developing skills in critical consumerism and systems thinking. Using literature, film, environmental art and more, participants will determine what constitutes a sustainable food system and how they can engage their students in analyzing the "true cost" of everyday foods, all while meeting numerous content area standards. Insights about co-designing elementary grades SDG-aligned curriculum units in a standards-based classroom will be shared.

15. Global Goals and the Classroom: Find Engaging (and free) Resources for Classroom Integration and PBL

Lee Ellen Harmer, SAS Outreach and Collaborations Manager, SAS Institute

K-12

Redbud A

Experience how well-designed technology empowers students to explore global issues using case-study inquiry, collaboration with peers and problem solving via PBL. The apps and activities showcased in this session promote critical thinking and support the themes outlined in the Global Goals.

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.



Carol Tresolini

Carol Tresolini 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



Gina Chowa

Gina is the associate dean for global engagement and director of global social development

innovations at UNC's School of Social Work. She is a graduate of the University of Zambia and the George Warren Brown School of Social Work at Washington University in St. Louis. Gina also serves as a senior research fellow for the Center for Social Development in Johannesburg and as the lead faculty director for global asset building at the Center for Social Development at Washington University. She conducts research and teaches on global social development, particularly the intersection of economic security, workforce development, social protection and financial inclusion and its impact on the well-being of marginalized populations in the Global South. Her research is informed by more than two decades of global development practice. She has earned multiple honors and awards and her work has been published in various journals.



Darla K. Deardorff

Darla is executive director of the Association of International Education Administrators, as well

as a research scholar at Duke University. She is an EAIE trainer who holds a master's degree

in adult education with a focus on second language acquisition and a doctorate degree in education with a focus on international higher education. Darla has lived and taught abroad in Germany, Switzerland and Japan and is a faculty member at several universities around the world including in China, Japan, the US and South Africa as well as having served as faculty at Harvard's Future of Learning Institute, Harvard's Global Education Think Tank and the Summer Institute of Intercultural Communication. Founder of the World Council on Intercultural and Global Competence and ICC Global, she has conducted cross-cultural training for universities, companies and nonprofit organizations for over 20 years and is frequently invited to give talks around the world. A recipient of numerous awards including Fulbright, Darla has published on international education, intercultural competence and outcomes assessment with eight books and more than 60 articles and book chapters.



Anthony Jackson

Anthony leads the Center for Global Education at Asia Society, which strives to enable all students

to graduate high school prepared for college, for work in the global economy and for 21st century global citizenship. The Center is a platform for advancing education for global competence for all youth through empowering professional development for teachers and

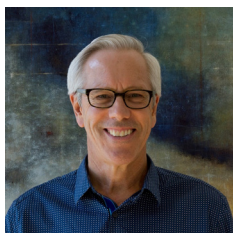
school heads, systems change and public engagement. Tony co-authored a blueprint for middle school reform, *Turning Points 2000*, and more recently co-authored *Educating for Global Competence: Preparing Our Youth to Engage the World*.



Andrea Kiser

Andrea is the International Baccalaureate coordinator at H.E. Winkler Middle School:

An Academy for International Studies. She has worked in international education for more than a decade as an award-winning science teacher and IB coordinator. At present, she is leading the authorization of Winkler Middle School with the IBO. Andrea has taught both science and social studies in her career.

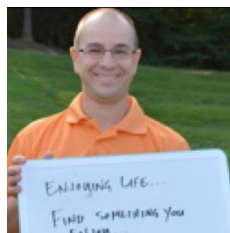


James (Jim) Thomas

Jim is an associate professor in the department of epidemiology at UNC-Chapel Hill's Gillings

School of Global Public Health and director of the MEASURE Evaluation Project at Carolina Population Center. His work in public health spans more than 35 years and 25 countries. His principal interests are in the social epidemiology

of HIV/AIDS along with public health ethics and human rights. In addition to his many scholarly articles, he was an editor and author of a textbook on epidemiologic methods in the study of infectious diseases and principal author of the American Public Health Association's Code of Ethics. As director of the MEASURE Evaluation Project, Jim is leading a global team that is advancing the capacity of developing countries to monitor their epidemics and evaluate their programs to control them.



Michael Williams

Michael is the principal at H.E. Winkler Middle School: An Academy for International Studies and lecturer in social studies

education and urban youth and communities at UNC Charlotte. Over the past 21 years, he has served as an award-winning social studies teacher, district instructional specialist for secondary schools, assistant principal and principal. His areas of expertise lie in building multi-tiered systems of student supports, teaching for social justice and curriculum development. Michael holds a Master of Education in social studies education from UNC Charlotte, a Master of Science in educational leadership from Western Governors University and is currently a candidate for an Ed.D. in educational policy, organization and leadership with a specialization in diversity and equity from the University of Illinois Urbana-Champaign.

Session Speakers

Shannon Angel is a graduate student at UNC Wilmington in the Masters of Arts in Teaching program with a specialization in elementary education. Shannon is currently a teacher in the early childhood education field. In her first semester as a graduate student, she designed and taught a lesson about fair trade to students in grades 1-3. Her goal as an educator is to foster global competence in her students in order to become informed and empathetic adults.

John Bruno is a marine ecologist and professor in the department of biology at UNC-Chapel Hill. John grew up on the ocean in south Florida and came to UNC in 2001 after a postdoc at Cornell University and a Ph.D. at Brown University. His research is focused on marine biodiversity, particularly the impacts of climate change on marine ecosystems. He is a dedicated science communicator: John blogs at TheSeaMonster.net, writes for major news outlets, is an amateur filmmaker and gives public talks about ocean critters and marine conservation.

Jessica Cahill, graduate student in the Watson College of Education at UNC Wilmington, is pursuing her MAT in elementary education degree. She has three years of classroom experience teaching elementary school, has coached both high school and collegiate tennis and holds a professional chef's degree. Her interests include food systems, mindfulness and the environment.

Elizabeth O. Crawford, associate professor in the College of Education at UNC Wilmington, specializes in global education at the elementary level. She has developed and field-tested units of study on global citizenship, peace education and environmental sustainability for the Peace Corps World Wise Schools, the U.S. Fund for UNICEF and the Institute for Humane Education. She was a 2017-2018 Global Teacher Education Fellow

and currently serves as a HundrED Ambassador. Elizabeth currently collaborates with faculty in Finland on shared efforts to achieve the UN SDGs.

Stephanie Dean is a third-grade teacher at Dixon Elementary in Onslow County. She graduated from UNC Wilmington with a masters' degree in elementary education. She has taught in Onslow County for four years and spent one year teaching special needs children in Houston. Stephanie recently was recognized as the Global Teacher of the Year for Onslow County. In 2018, she participated in the World View Global Education Leader's Program. Stephanie has a passion for global education and has previously presented on a variety of topics for the World View symposium. Her time teaching in San Pedro, Belize is a treasured experience and she looks forward to teaching abroad again in the future.

Libby Dotson studied at Duke University where she received dual degrees in the literature program in cultural studies and international comparative studies. She became involved in the center for Global Women's Health Technologies as a GWHT fellow working on the Ignite program in Sololá, Guatemala. She now manages the broader Ignite program, aids in the management of international clinical implementation programs in the lab and offers support for other projects. Her work focuses on the social, political and behavioral dimensions of device development and implementation in the field. Libby has lived in Argentina, Peru, and Guatemala to study and complete research.

J.T. Eberhardt has been teaching fifth grade for 10 years at IB World Schools in both Charlotte and Concord, NC. He is a science lead and has facilitated the IB PYP student exit project called the Exhibition throughout his teaching career. He is currently pursuing a Masters of Administration degree. He is data-driven and focused on adjusting instruction to meet the diverse needs of all of his students. He has a heart for missions and has traveled internationally to help others in need.

THE SUSTAINABLE DEVELOPMENT GOALS: CLASSROOM CONNECTIONS

Jessie Francese is a native of North Carolina, an Elon graduate and a NC Teaching Fellow. She moved to Raleigh from Asheville in 2008. She's taught middle school language arts for 16 years and is starting her fourth year at Exploris. Jessie enjoys running, reading and spending time with her family. She has twin boys, Vin and Whit, who will be in second grade at Exploris and a 2 year old daughter, Ada. She has facilitated Design for Change work for three years as part of students' culminating projects for the hydrosphere study. She is a Design for Change Champion for North Carolina and co-lead professional development on the Design for Change process.

Shannon Hardy is a 25-year teacher certified in ELA (6-9), social studies (6-9), math (6-9) and gifted K-12; in addition, she holds a principal's I license. She has taught all core subjects 6-9 in the Shenandoah Valley, a high poverty school in Wilmington and at Exploris, a Raleigh charter school. She has a B.S. from James Madison University, a M.Ed. from East Carolina University and just completed her third cycle as a National Board Certified Teacher. She co-wrote Exploris' US Green Ribbon Award and has mentored three elementary schools and Elon University to their Green Ribbons. She co-founded the NC Museum of Natural Science's PBL Fellowship, co-founded the NC Design for Change Teacher Cohort and is a member of the Exploris Foundation Board co-developing the EDEX Collaboratory. Three years ago Shannon's service learning classes began to use the Design for Change framework. Their work has grown locally and they have gained national recognition. This November Shannon will be traveling with 19 former students to join the global "I Can" Summit in celebration of millions of students working toward the UN's SDGs.

Lee Ellen Harmer supports the usage and adoption of SAS's education products and initiatives. In addition to her primary work in the US, she assists SAS country offices with global implementations and outreach efforts.

Lee Ellen originally joined SAS in 2008 to sell Curriculum Pathways and has also managed sales of traditional SAS software for teaching and research in higher education. Lee Ellen has a Bachelor of Science in business with a marketing concentration from Wake Forest University.

Mary Hooks has been an IB PYP coordinator for 13 years in both Charlotte-Mecklenburg and Cabarrus County Schools. She just finished her 21st year in education and has experience teaching upper elementary, academically/intellectually gifted learners and the IB Primary Years Programme. She is a member of the IB Educator Network and conducts workshops, site visits and consults on behalf of IB Americas. Mary has presented at multiple conferences. She has a passion for teaching and learning and strongly supports the IB mission of creating a better, more peaceful world through intercultural understanding and respect.

Layne Kennedy completed her undergraduate studies at UNC Wilmington and relocated to Miami to teach second grade at Fisher Island Day School. Afterwards, she returned to Wilmington, where she began working as a fourth grade assistant teacher at Cape Fear Academy. In 2019, she enrolled in the Masters of Art in Teaching program at UNC Wilmington. Layne aims to educate students about the importance of our modern industrialized food system, including the effects it has on our environment and our bodies.

Holly Loranger, World View's assistant director, leads professional development programs across North Carolina to inspire global educators and to enhance global curricula. She received a bachelor of arts degree in anthropology and sociology from the University of Notre Dame and a master's degree in teaching secondary social studies from UNC-Chapel Hill. A National Board Certified Teacher, Holly worked in adult education at several community colleges before joining Chapel Hill High School as a social studies teacher and teaching 16 years. Holly has been committed

to global education throughout her educational career, continually building global connections into the curriculum and working with diverse community members, from combat veterans to religious leaders to survivors of genocide, to foster relationships and deepen curriculum. She has participated in teaching exchanges and programs abroad in Austria, China, Czech Republic, Germany, Jordan, Moldova and Turkey.

Jacey Macdonald is a middle school language arts teacher and EdAmbassador for EducationNC. Jacey graduated from the University of Minnesota with a B.A. in anthropology and German, and from East Carolina University with an M.A. in middle grades education. In the classroom Jacey draws on her background in anthropology and uses language arts instruction to broaden students' perspectives of the world, as well as to equip students with communication skills. Jacey is passionate about creating opportunities for students to succeed. Jacey served as a UNC World View Fellow and NCDPI Digital Support Writer.

Stephanie Martin is an assistant professor with more than 15 years' experience designing and implementing behavioral interventions in low-income countries. Her research focuses on the evaluation of behavioral interventions to improve maternal and child nutrition, implementation research to facilitate the translation of global recommendations into effective programs and mixed-methods research to examine barriers and facilitators to infant and young child care and feeding practices. As a global health practitioner, she implemented policy-, facility- and community-level programs, and developed dozens of training and communication materials.

Fareed Mostoufi is part of the education team at Pulitzer Center, where he focuses on designing classroom resources and connecting journalists to students. He has been a freelance curriculum writer for Pulitzer Center for several years, but he joins the team after working for nearly four years

as a theater artist and educator in the community engagement department at Arena Stage in Washington DC. While at Arena, Fareed devised and directed original, autobiographical plays with communities in Washington DC, Peru, India and Croatia that explored violence, health and identity. Before that, Fareed taught ESL and Spanish in D.C. Public Schools. As a recipient of a 2009 Fulbright Scholarship to Argentina, he also taught culture, literature and playwriting at a teachers' college in San Miguel de Tucuman. Fareed received his B.F.A. in dramatic writing from New York University in 2008 and his M.A. in teaching from American University in 2012. He is passionate about social justice and is a firm believer in the power of storytelling to cultivate empathy.

Daniela Munca-Aftenev is a transformative leader in Moldovan cross-cultural education and exchange programs, with expertise in online pedagogy, project-based inquiry, global classroom development, diplomacy, service-learning, alumni development and ESL/ELL. Daniela is the go-to person for US organizations such as American Councils for International Education, IREX, US Embassy, iEARN and other agencies wanting high-quality, creative, and impactful youth and professional development programs in Moldova.

Sally Petermann was raised in a Montessori environment throughout her childhood and has always had an interest in social justice, equity and fostering empathy in others. She received her bachelor's in criminal justice from the University of Nebraska Omaha and worked for several years as a probation officer. She then worked as a lead teacher in a Montessori school in Nebraska and a teaching assistant in a Montessori classroom in Wilmington. Sally graduated from UNC Wilmington in May 2019 with a master's in elementary education. Sally's core focus is to help children become critical thinking, inquisitive, life-long learners who are conscientious about the earth and their communities.

THE SUSTAINABLE DEVELOPMENT GOALS: CLASSROOM CONNECTIONS

Nimmi Ramanujam is an innovator, educator and entrepreneur and her mission is to develop and leverage technology to impact women's health. She directs the center for Global Women's Health Technologies at Duke University where she is empowering trainees at Duke and beyond to be agents of change – providing them with the knowledge, confidence and critical thinking skills to create impactful solutions to improve the lives of women and girls globally. Her research focuses on women's cancers and her goals are to design innovations that enable complex referral services to be accessible at the community care level for cancer prevention, and to develop tools that make cancer treatment more effective and efficient.

Glenn Reed is the principal of Dixon Elementary School in Onslow County. Glenn is responsible for leading and collaborating with the faculty and staff at Dixon – designated as a Global-Ready School – to develop and nurture partnerships with parents, the community and the world. His focus is on innovation and continuous improvement. He is an elected representative to the World View Global Education Leaders Program, a member of the OCS Global Action Team, an instructor for the Effective Teacher Training Program, a member of the Onslow County Quality Council and a National Foldable Instructor. He earned a Masters of Supervision and Administration from East Carolina University and a Bachelor of Arts in French education from UNC Wilmington. He also earned his Education Specialist designation from East Carolina University and is a graduate of the National Board Pilot for Principals. His awards and achievements include the UNCW Distinguished Alumni Award, OCS Global Administrator of the Year, NC Southeast Region Principal of the Year and Onslow County Principal of the Year.

Lora Sinigur is the international liaison at the North Carolina Secretary of State Office. She has coordinated the international exchange programs and visits at the Secretary of State Office and the official North Carolina-Moldova Bilateral

Partnership for more than a decade. Lora is the liaison for the NC-Moldova Partnership and is leading the NC-Moldova School Partnership Project. Lora was born in Moldova and has made North Carolina her home for over 15 years. Being exposed to a multitude of cultures, languages and places at yearly age, she developed and cultivated a sense of diversity and pluralism which she later reinforced during her education, work and her passion for people and global affairs.

Lee Ann Smith is a National Board Certified librarian and a World View Fellow. She is also a hiker, mountain biker and kayaker from Asheville, NC – and she has blended her nature-loving nature with a passion for literature and global education to create environmentally-themed, standards-based, high-engagement lessons. Lee Ann has earned the Global Educator Digital Badge, serves on the board of Asheville GreenWorks, co-founded environmental nonprofit POWER Action Group and was named the Governor's Water Conservationist of the Year in 2016. Lee Ann is a world traveler, an outdoor adventurer and a dreamer whose guiding question is "How can I make the world a more beautiful place?"

J. Jason West is a professor of environmental sciences and engineering at UNC-Chapel Hill where he performs interdisciplinary research addressing air pollution and climate change. His work aims to understand the relationships between air pollution and climate change and their relevance for science and policy on local through global scales. He has worked as a research scientist at Princeton University and at the Environmental Protection Agency in Washington, DC under a fellowship from the American Association for the Advancement of Science. He has also been a postdoctoral researcher at MIT and a visiting scientist at the National Institute of Ecology in Mexico City. He has a Ph.D. and M.S. from Carnegie Mellon University, an M.Phil. in environment and development from the University of Cambridge and a B.S. in civil and environmental engineering from Duke University.

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

Carolina Asia Center
carolinaasiacenter.unc.edu

**Carolina Navigators
Center for Global Initiatives**
navigators.unc.edu

**The Consortium in Latin American and
Caribbean Studies**
jhfc.duke.edu/latinamericauncduke

**Duke-UNC Consortium
for Middle East Studies**
ncmideast.org
mideast.unc.edu

Heifer International
heifer.org

**North Carolina-Moldova Partnership
North Carolina Secretary of State Department**
sosnc.gov/divisions/moldova_partnership

Public Schools of North Carolina
ncpublicschools.org

Pulitzer Center on Crisis Reporting
pulitzercenter.org

SAS Institute
curriculumpathways.com

UNC African Studies Center
africa.unc.edu

UNC Center for European Studies
europe.unc.edu

UNC Libraries
library.unc.edu

UNC World View
worldview.unc.edu

Action Planning or Team Meetings

10/16 4:30 - 5:00 p.m.

Did you come to symposium with a team of colleagues? This 30-minute session is an opportunity for you to meet with your team to reflect on what you learned today and determine the next steps for bringing global knowledge, skills and strategies from the symposium back to classrooms, schools and districts. If you choose to meet please go to the room designated below for your county. If your county or school is not listed, please see a World View representative at the registration table.

When you find your room each team should identify a team leader to facilitate the group conversation around the questions below. A World View representative will be in each room if you need assistance. At the conclusion of the symposium, we hope you 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
Azalea	Vance County Schools, Warren County Schools
Bellflower	Elkin City Schools, Haywood County Schools
Dogwood A	Wake County Public School System (elementary schools)
Mountain Laurel	Duplin County Schools, Lenoir County Schools
Redbud A	Wake County Public School System (middle and high 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?

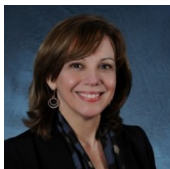
3. How will it be done?

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?

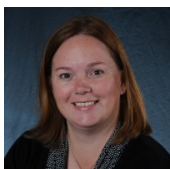
World View Team



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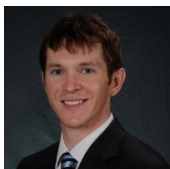
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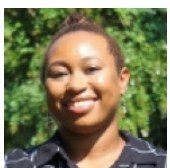
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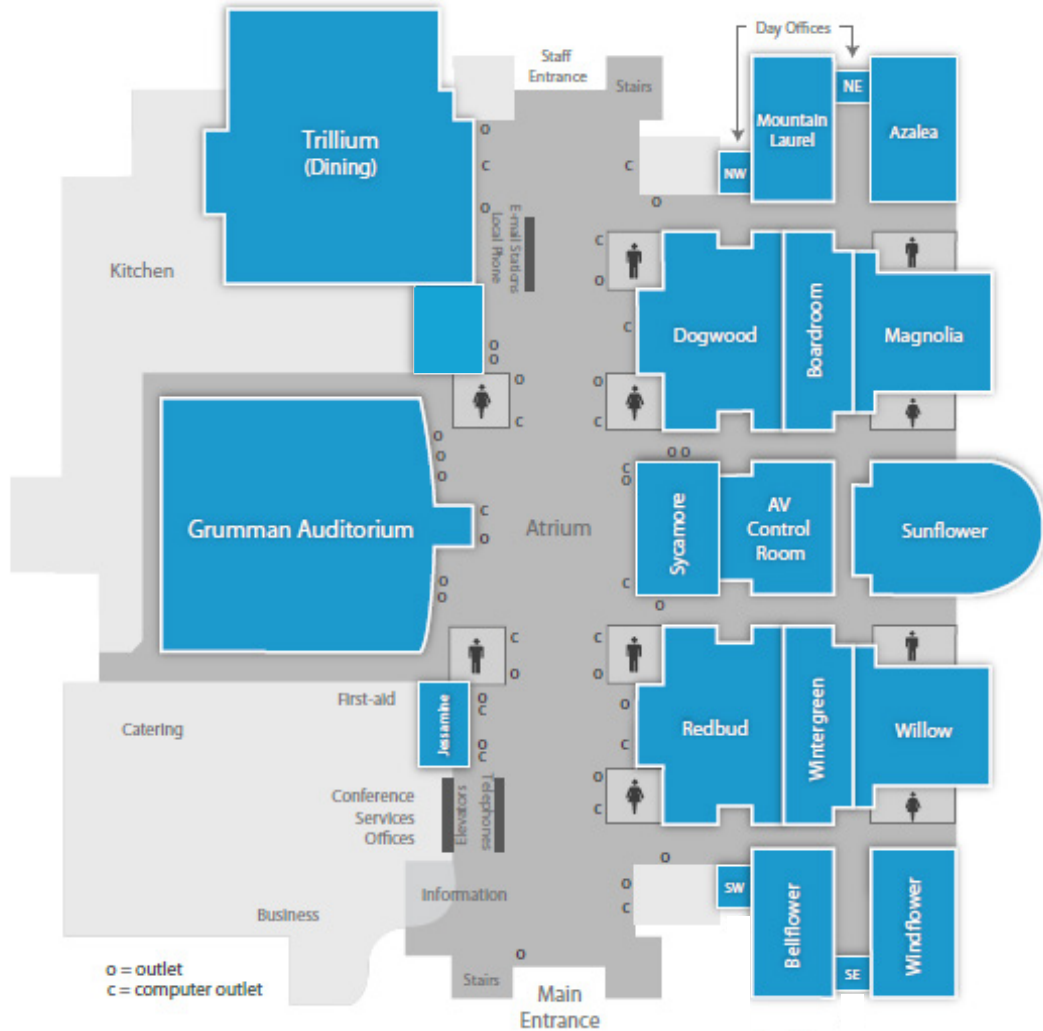


Kimberly Hall
Administrative Services
Coordinator
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Notes

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Friday Conference Center Floor Plan



Coming up from World View

Community College Symposium
Confronting Poverty Globally and Locally
November 13-14, 2019

Global Education Leaders Program Abroad,
Ireland 2020
February 23-28, 2020

K-12 Seminar
Global Conflict and Peacebuilding
March 24-25, 2020

Community College Global Is Local Initiative
April 2020 – more information coming soon!

K-12 Workshop
Food for All: Local and Global Perspectives
April 24, 2020

Global Fellows Program
Exploring Indigenous Cultures
Application opens May 2020.
Contact World View for details.

Global Education Teacher Leader Institute
Advancing Global Learning in the K-12
Classroom
June 15-17, 2020

Global Study Visit
Costa Rica and Panama
July 19-28, 2020

World View to You!
On-site professional development for K-12
educators. Contact World View for details.

Register at worldview.unc.edu

Connect with World View



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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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