

**Preliminary Program**  
**Colonial Academic Alliance**  
**Global Education Conference**  
**Virginia Commonwealth University**

**1/27/2010**

**February 18-19, 2010**

*All sessions take place in the VCU University Student Commons, Monroe Park Campus (907 Floyd Ave.).  
The conference registration table in the Richmond Salons Lounge opens Thursday, February 18 at 8:00 a.m.*

**Program Summary**

**Thursday, February 18**

5:00– 7:00 p.m.	Welcome Reception	Shafer Court Compass Room 810 Cathedral Place
6:30-7:30 p.m.	Study Abroad Hot Topics Roundtable	817 W. Franklin Street, # 223

**Friday, February 19**

8:00 – 9:00 a.m.	Registration/Coffee	Richmond Salon Lounge
9:00 – 9:30 a.m.	Welcome	Richmond Salon I
9:30– 11:00 a.m.	Plenary Session	Richmond Salon I
11:00 – 11:30 a.m.	Break	
11:30 – 1:00 p.m.	Session I	Richmond Salons I
	Session II	Richmond Salon II
	Session III	Richmond Salon III
1:00 – 2:00 p.m.	Lunch	Richmond Salon IV
2:00 – 3:30 p.m.	Session IV	Richmond Salon I
	Session V	Richmond Salon II
	Session VI	Richmond Salon III
3:30 – 4:00 p.m.	Conclusions: Open Forum	Richmond Salon I
4:00 – 6:00 p.m.:	Reception	Scott House 909 W Franklin St.

**Preliminary Program  
Session Schedule**

**1/27/2010**

**Friday, February 19**

**9:00 – 9:30 a.m.**

**Welcome**

Richmond Salon I

**Mary Frances Forcier**, Director, Colonial Academic Alliance

**Stephen D. Gottfredson**, Provost, VCU

**Richard E. Toscan**, Vice Provost for International Affairs, VCU

**9:30– 11:00 a.m.**

**Plenary Session: Building Campus Networks**

Richmond Salon I

**Mason’s “Access Year” and Its Implementations at Home and Abroad.** Michelle Marks, Associate Provost for Graduate Education (GMU), Anne Schiller, Associate Provost for International Projects (GMU).

*The ACCESS Year Program is among Mason’s newest initiatives designed to support global education and help insure the success of incoming international students. The ACCESS Year is an innovative program that combines intensive English language training, general education coursework, and exciting extracurricular activities on and off campus intended to increase participants’ academic and cultural engagement in a new environment.*

**Enhancing Learning Outcomes through Increasing Student Engagement.** Julie Mostov, Associate Vice Provost, International Programs (Drexel).

*The Strategic Plan (2007-2012) emphasizes Drexel’s core commitment to experiential learning, with five key components: 1) Co-op; 2) Research intensive education; 3) Civic Engagement; 4) Study Abroad; and 5) Second language acquisition (including English language acquisition). This presentation will address student engagement in relation to learning goals through such events as civic engagement in the local community for international students and sponsored discussions and seminars representing diverse international viewpoints on controversial topics.*

**The LINK Program.** Thomas Lavenir, Assistant Director, International Student and Scholar Services (JMU)

*Now in its third year, the LINK [Leader International Networking & Knowledge] pays 4 international students (LINKers) to serve as the main link between incoming and current students at JMU to help in the recruitment and retention of JMU international students. This presentation will highlight the many successes of the LINK program.*

**ASIS. VCU’s Academic Success for International Students Initiative.** Blair Brown, Director, International Admissions (VCU).

*The Academic Success for International Students (ASIS) initiative seeks to strengthen the network of academic and support services throughout the university to ensure maximum opportunities for international student success. First steps included surveys of faculty and international students to better identify strengths and areas needing improvement. Recommendations include augmented academic advising, strengthening awareness of the honor code, and increasing opportunities for English-language development. Discussions of funding challenges faced by international students will also be discussed.*

**11:00 – 11:30 a.m.**

**Break**

Richmond Salons Lounge

11:30 – 1:00 p.m.

**Session I: ESL and Academic Success**

Richmond Salon I

**Enhancing Learning Outcomes through Increasing Student Engagement.** Barbara Hoekje, Director, English Language Program (Drexel).

*The Strategic Plan (2007-2012) emphasizes Drexel's core commitment to experiential learning, with five key components: 1) Co-op; 2) Research intensive education; 3) Civic Engagement; 4) Study Abroad; and 5) Second language acquisition (including English language acquisition). This presentation will address student engagement in relation to learning goals through such events as civic engagement in the local community for international students and sponsored discussions and seminars representing diverse international viewpoints on controversial topics.*

**Preparing International Students to Meet Academic Writing Challenges.** Laurie Miller, Instructional Technology Coordinator, English Language Institute (GMU), Melissa Allen, Coordinator of Support Services for Non-Native Speakers of English Language Inst. (GMU).

*Many international students go unnoticed in large lecture classes. However, when they complete academic writing assignments, both they and their faculty members often become frustrated. The presenters report on research about challenges international students face with academic writing assignments. Insights from research can help other IEPs and faculty members who work with international students analyze and evaluate their own writing assignment and instruction.*

**Multilingual Writers' Community: Discovering Self through Academic Writing.** Kristen Shrewsbury, English for Speakers of Other Languages Specialist (JMU).

*Multilingual students on US college campuses navigate between 2 or more languages and cultures to express themselves in academes, the currency of American scholarship. JMU's English Language Learner Services holds a group creative space twice a week for multilingual learners to write in community about their experiences living in 2 or more languages. The academic English focus incorporates complex sentence structures, academic vocabulary, facility with the language and cultural underpinnings of word choice. Students develop a network of support and affirmation as they share ideas, peer review and engage across difference.*

**From Isolation to Collaboration: A Continuum of Student Support.** Keith Boswell, Acting Director, English Language Program (VCU), Martha Young, Assistant Director, ELP (VCU), Wendy Nugent, Coordinator, Focused Inquiry Language Resource Center (VCU), Patricia Strong, Director, University College Writing Center (VCU), Katherine Elliot, Coordinator, University College Writing Center (VCU).

*Without concerted effort, a compartmentalized university structure can keep IEP students isolated, at arms'-length from their fellow students and the very experience they came to the United States seeking. Collaboration across programs can ameliorate this situation, moving students from isolated language learning to greater immersion in the university. VCU's IEP, Writing Center, and first-year core curriculum programs have come together to provide students with increased opportunities for engagement and success in the larger university.*

**Global Conversations.** Audrey Short, Instructor, English Language Program (VCU), Cindy Kissel-Ito, Adjunct Assistant Professor, School of World Studies (VCU)

*Recognizing the need for English Language Learners to have educational interactions with native English speakers and World Studies students to engage in academic discourse with people from diverse cultural backgrounds, the presenters have tried various approaches to maximize their students' connections. From the use of blogs, Twitter, and portable recording devices to simple face-to-face conversations, students have demonstrated invaluable long-term learning.*

**11:30 – 1:00 p.m.**

**Session II: Engaging Our Students Abroad**

Richmond Salon II

**Enhancing Learning Outcomes through Increasing Student Engagement.** Daniela Ascarelli, Director, Drexel Study Abroad Program (Drexel).

*The Strategic Plan (2007-2012) emphasizes Drexel's core commitment to experiential learning, with five key components: 1) Co-op; 2) Research intensive education; 3) Civic Engagement; 4) Study Abroad; and 5) Second language acquisition (including English language acquisition). This presentation will address student engagement in relation to learning goals through such events as study abroad activities with local environmental education initiatives in Bioko Island and other venues.*

**How To Maintain A Connection Between The Study Abroad Site And The "Home Turf" And How To Critically Reflect On Your Experience Before, During And After Your Study Abroad Experience.** Simone Schlichting-Artur, Director of Modern Languages (Drexel), Conor Schaefer, student (Drexel).

*Innovative pedagogical techniques were used in a study abroad program to Taiwan. One course in particular focused on multicultural identity and communication theory, and served as a case study for improving student engagement in learning. Students studied and applied numerous ethnographic tools and read literature on multicultural theory.*

**Coordinated Marketing in the 21st Century and Global Education.** Kevin Stoy, Marketing Coordinator, Center for Global Education (GMU)

*Effective marketing involves a 3-person team approach, wherein a program's faculty director, administrator, and alumni are all responsible for making sure any given program reaches its enrollment goals year after year. Descriptions of unsuccessful and successful marketing practices provide useful marketing tools to apply at home institutions. Topics include social networking, classroom visits, HTML emailing (both mass and targeted), and website design.*

**Service Learning through a Non-Profit.** Katherine Sammons, Student (VCU).

*Student perspectives will be presented to discuss a successful model of a service learning trip through a non-profit. The differing structures of these three programs can result in drastically different outcomes, which affect the student's global awareness. Involvement in leadership and service activities often decline after a student completes his or her trip. Study abroad and service trips are commonly seen as a one time opportunity, rather than a process of continuing engagement. This will lead to a discussion about the best practices, which include community awareness, leadership and stewardship.*

**International Service Work.** Randi Buerlein, Assistant Director of Field Instruction, School of Social Work (VCU)

*International service work provides students with hands on experience to learn about global issues of poverty, social justice, and community development through participation in community service projects. The benefits of such are realized through the process of academic integration and self reflection. Faculty who conduct international service programs must address the challenges of facilitating learning experiences that transcend short term personal gain and encourage transformative learning and long term community building.*

**11:30 – 1:00 p.m.**

**Session III: Preparing Tomorrow's International Educators**

Richmond Salon III

**Learning Through the Eyes of Another Culture.** Dr. Bradford L. Walker, Assistant Professor, Department of Language and Literacy (UNC Wilmington).

*Observing public school teachers in another culture as they deal with the same issues which are concerns in our public schools, and teaching with them in their schools and ours provide rich opportunities to learn about the craft of teaching. This session will highlight the results of this exchange program (now in its tenth year) in which students (in-service and pre-service teachers) from the University of North Carolina Wilmington and Osaka University of Education engage in a variety of educational tasks including teaching, observing, joint research, and discussions of educational issues and problems.*

**Art & Transformation: The Mayan Arts Program.** Jan Johnston, Project Manager, Art Education (VCU), Karen Rotabi, Assistant Professor, School of Social Work (VCU)

*Pedagogical and practical rationale for the creation of an international, arts-based service-learning course will be presented focusing on a one-week, intensive, study abroad opportunity in Guatemala. The course is informed by literature from education, arts advocacy, and social justice. Throughout the course, but especially during and after the service, students engage in mediated learning to recognize individual privilege and responsibilities of a global citizen, applying ethical principles.*

**21st Century Teacher Education Programs: FAST TRAIN Programs Model for International Education.** Jennifer Coarts, Coordinator of FAST TRAIN Programs (GMU).

*George Mason University's FAST TRAIN Programs have prepared more than 1,000 international educators who currently teach in more than 40 countries. These flexible programs are suited for current or potential international teachers and fill critical education and training needs worldwide. This session will use George Mason University's FAST TRAIN programs as a model and explore how to deliver teacher education programs that are flexible, high-quality, and accessible for international educators. Topics of discussion include: navigating conflicting university policies; online education delivery format; successes and pitfalls, and modeling good teaching in diverse classrooms.*

**International Student Leadership Conference.** Delores Blough, Director, International Student and Scholar Services (JMU).

*James Madison University and Eastern Mennonite University have worked closely together for the past ten years to offer the International Student Leadership Conference to international students. This presentation will highlight the many successes of the conference, including: doubling the size of the conference from approximately 100 in the first year to over 200 participants in the past few years; the use of EMU and JMU student hosts; the use of many local educators and students in presenting educational sessions on various topics of interest to the participant; and the cooperation of many area international educators who work diligently to ensure that their school's students can participate each year.*

**1:00 – 2:00 p.m.**

**Lunch**

Richmond Salon IV

**2:00 – 3:30 p.m.**

**Session IV: Enriching Learning for ESL Students**

Richmond Salon I

**Engaging Global Learners Through a Linked ESL / Conflict Resolution Course.** Michael P. Smith, English Language Institute (GMU), Leila K. Peterson, Institute for Conflict Analysis and Resolution (GMU).

*A linked ESL / Conflict Resolution course provides a model to engage ESL and mainstream university students in cross-cultural dialogue. Advanced level ESL students may elect a class in which they meet with undergraduate students in a Conflict Resolution course that teaches communication through dialogue. The students engage in weekly dialogues on "hot topics," and work together to design and facilitate class dialogues to learn cross-cultural awareness, advanced communication skills, basic facilitation skills, and identity politics.*

**Understanding and Meeting the Needs of Muslim Middle Eastern Students.** Lily Mirjahangiri, Faculty, English Language Program (VCU).

*This session will focus on the common characteristics of the Middle Eastern Non-Native English Speaking (NNES) students and present practical solutions for problems related to students' linguistic and cultural backgrounds. Different blocks of culture presented by Craig Storti will be closely reviewed in order to identify certain behaviors of this target student population in relation to their overall academic performance.*

**Increasing English Language Learners' Engagement in Text Comprehension and Summarization by Using Self-Regulatory Skills.** Ilknur Eginli, English Language Institute (GMU), Jane Kirsch, English Language Institute (GMU).

*Self-regulated learning strategies which enhance English language learners' engagement have been widely ignored in the ESL curricula. Therefore, the main goal of this session is to present a lesson in the application of self-regulatory skills for high beginning to low intermediate students. Text comprehension refers to reading and parsing of meaning from an assigned reading, and text summarization refers to recording accurately the important ideas from the text (Zimmerman, 1996). These two skills can be very challenging for beginning to intermediate level language learners.*

**Writing with Students.** Ron Corio, Faculty, English Language Program (VCU).

*Teachers create and assign writing tasks for English Language Learners (ELLs) in writing class. Peter Elbow, in *Writing without Teachers* argues for the teacher writing along with students. This presentation will describe a teacher's experience of writing a multiple-draft essay and a blog with the students. Finally, the insights gained from this experience will be presented.*

**The Importance of Including Nonverbal Communication in Teaching EFL.** Amanda Durst, Faculty, English Language Program (VCU).

*Words are not the sole source of communication - so much is communicated through gestures, touch, personal space, body language, posture, facial expression and eye contact. Speech contains nonverbal elements known as paralanguage - voice quality, emotion, speaking style, volume and tone, which are included in nonverbal communication. This session reports success of a new course "Reader's Theatre: Expanding Communication Skills" that focuses on these skills.*

2:00 – 3:30 p.m.

**Session V: Ethical Partnering with Host Communities Abroad**

Richmond Salon II

**Using the Arts for Cultural and Community Development: Nahua Youth of Cuetzalan Mexico as Case Study.** Roselyn Costantino, Associate Professor, Spanish and Women's Studies (Pennsylvania State Univ. Altoona).

*This paper examines the strategies, successes, and frustrations of using the visual and performance arts as a program of cultural preservation for Nahua youth of Cuetzalan Mexico, and of creative cultural exchange that offers U.S. students an international service learning experience. Since 1990s, students from Penn State and Yohualichen collaborate on cross-cultural projects. The paper discusses attempts to increase continuity and ultimately sustainability of the program and for the local community; with this goal in mind, a colleague and I have developed an arts program that draws on indigenous culture while cultivating modes of expression emphasizing the local students' multi-cultural identities.*

**Study Abroad as First Contact: Laying Ground for Long-Term Relationships and Following Through.** Mahasveta Barua, Department of English (UD), Nicola Brooks, student (UD), Lauren House, Student, (UD), Edward Redmond, Student (UD), Justyn Olliviere, Student (UD).

*Students in an English Study Abroad trip to India in 2009 visited and observed various NGOs and then submitted a final group proposal examining a specific set of problems and suggesting a feasible plan of action. The result: a relationship with the KATHA organization that will lead to a variety of international education activities*

**A Human Rights Delegation as a Service Learning Model in Guatemala.** Karen Smith Rotabi, Assistant Professor, School of Social Work (VCU), Janett Forte, Assistant Professor, Department of Psychiatry and Institute for Women's Health (VCU).

*A "hit and run" form of volunteerism has emerged in some short-term service learning projects which lack sustained approaches to change. These activities can contribute to greater problems in the long-term in developing nations. However, engaging with a host non-governmental organization carrying out development activities above and beyond service learning avoids some pitfalls. One example will be presented, utilizing a popular education model that demonstrates an experience in which students can participate as agents of change and human rights delegates.*

**Development Voyeurism: A Student's Perspective on Service Learning in Africa and Central America.** Alison Spillane, School of Social Work (VCU).

*Service learning programs in developing nations have become commonplace on college campuses across the United States. However, very little has been done to assess the ethical and moral implications of these programs. As organizations form educational components to garner support from the academic sector, productivity as it is related to international development, has taken a backseat. Empowerment, as a social concept, is rarely discussed. A student's perspective on "development voyeurism" will be presented including reflective discourse and that which is presented in academic literature. Two service experiences in West Africa and one in Central America will serve as concrete examples.*

**2:00 – 3:30 p.m.****Session VI: Increasing Engagement of International Students**

Richmond Salon III

**Increasing Student Involvement through Focus Groups.** Michael Smith, Graduate Studies Advisor, English Language Institute (GMU), Tran Beatson, Associate Director, English Language Institute (GMU).

*The English Language Institute (ELI) at George Mason University has successfully increased student engagement by giving students a forum to share their experiences in our program. Student leaders are chosen to lead a focus group consisting of their classmates. Prior to the focus group, the leaders distribute Student Services surveys to their classmates. During the focus group, the student leaders and their classmates discuss the results of the surveys and share their opinions about the ELI program, then meet with faculty and staff to report on their focus group's discussions, resulting in positive changes to program policies and practices.*

**The New College Student Athlete Recruiting Revolution.** Marco Genée, Assistant Men's Soccer Coach (VCU).

*A very important step on the road to success for any NCAA/NAIA institution is to recruit the proper student athletes with the right attitudes and leading skill abilities. The new revolution and the main focus of this study will be on foreign exchange student recruiting methods. Several college coaches including men's soccer coach Bolowich at UNC Chapel Hill have already investigated this new recruiting tool. The possibility of recruiting exchange students will allow financially limited soccer programs to compete at a higher level and therefore, contribute to a better soccer development in this sport.*

**International Student Services/Activities: Promoting Cultural Intelligence through Entertainment.** Rachawan Wongtrirat, PhD student in Higher Education Administration (ODU), Bryan Banning, PhD student in Higher Education Administration (ODU).

*A group of Thai ODU students produced their first event on campus which proved to be very successful with over 350 students, faculty, and administrators in attendance. The event featured cultural knowledge in an interactive format that was woven throughout the activities, all produced on a shoestring budget. This event successfully blended the dissemination of cultural knowledge with entertainment, all due to a dedicated group of students (not even a registered student org) supported by the office of intercultural relations.*

**Celebrating International Education Week.** Erin Stephens, Study Abroad Advisor (Towson).

*For International Education Week at Towson in 2009, a committee of departments collaborated to plan sixteen events. The interdepartmental collaboration across campus increased the number of events, publicity, and attendance. In this session the presenter will share experiences on informal collaboration compared to forming a committee, ideas on how to promote the weeks' events, ideas for different events, and the importance of considering campus culture.*

**3:30 – 4:00 p.m.****Summary Conclusions: Open Forum**

Richmond Salon III

*What specific ways have been identified in which closer CAA cooperation can improve learning outcomes for our students? What are the next steps?*

**4:00 – 6:00 p.m.****Reception**

Scott House, 909 W Franklin St.