**Going Global: Why, What, and How**

- Educator Program -

8:30-9:00  Registration, juice and coffee

**WHY — WANTED: GLOBAL SKILLSETS**

9:00-9:40  Panel Presentation: Working Across Cultures and Countries  
(EPIC and Cummins companies with Leela Vaughn, Rei Tangko and Barb Lamboley)

9:40-10:00  Higher Education Meets the World: Programs and Initiatives to Prepare Wisconsin Students for a Global Marketplace  
(Dr. Gilles Bousquet - Senior Special Assistant to the President of the UW System for International Strategies; Pickard-Bascom Professor of French, UW-Madison)

10:00-10:20  Developing Global Competence in Our Teaching Communities  
(Madeline Uaneck - International Educator)

10:20-10:45  Activity: What Does Global Competency Look Like?  
(Velvet Holmes and Lou Kindschi)

10:45-11:00  Break: coffee, conversation and gallery walk

**WHAT — GLOBAL COMPETENCY DEFINED**

11:00-11:20  Educating for Global Competence: First Globals Lead the Way  
(Dr. Gerhard Fischer - DPI Consultant for International World Languages Education)

11:20-11:40  Educating New Teachers — Pre-Service Training for Global Education  
(Dr. Katrina Liu — UW Whitewater)

11:45-12:30  Lunch (Networking)

**HOW — GLOBAL EDUCATION IN THE CLASSROOM**

12:30-12:50  Wisconsin International Outreach Consortium (WIOC)  
Bringing the World to Your Classroom  
(Rachel Weiss - Assistant Director, Center for South Asia, UW-Madison)

12:50-1:20  Panel Presentation, Global Education in the Science and Math Classroom  
(Lauren Kassirer, Jon Pazol and Rodney Finkley,  
- Nationally recognized teachers from New York, Illinois and Georgia)

1:20-1:50  Global Connections With Technology  
(Velvet Holmes - Information Technology Literacy Teacher)

1:50-2:00  Break

2:00-2:30  Break-out Sessions  
A. Professional Networking; Set-up for Pinterest (Velvet Holmes)  
B. Going Global; One Book at a Time (Sandra Kowalsky - Reading Specialist)

2:30-3:00  Our Students Making Global Connections  
(students present to educators)
Going Global: Why, What, and How

- Student Program -

8:30-9:00: Registration: Students will be assigned to tables

9:00-9:30: Welcome/Introduction
   How many ways can we say “Good morning/Good day”?
   Roll call of participating schools
   What’s your word? Choose a noun that best describes you and add that to your name tag.

9:30-10:30: Small-group discussion: What is a “Global Citizen”?
   Introduction: Where in the world have you been? Where in the world would you like to go?
   Discussion: What qualities make someone a global citizen? How do you see these qualities in yourself? What do you need to do to become a global citizen?
   By the end of the session, each group should produce a description/definition of what makes a global citizen. These will be compiled and shared.

10:30-10:45: Break
   Return to Commons Area

10:45-11:45: Small-group discussion: How can your school and community become more “global”?
   Questions to consider: What international resources already are available in your schools and communities? How do you recognize and tap into these?
   By the end of this session: Each group should make two lists:
   1) international activities that are already happening in your schools and communities.
   2) new ideas that could be carried out in your schools and communities. These will be compiled and shared.

11:45-12:30: Lunch (Informal Conversation)

12:30-1:00: Full-group discussion: Why languages are important?

1:00-2:00: Small group activity: Mini-language lessons with UW facilitators

2:00-2:15: Break

2:30-3:00: Our Students Making Global Connections
   Students present to educators
Discussion Guide 1

WHAT MAKES SOMEONE A 'GLOBAL CITIZEN'?

What is a "global citizen"? Some possible definitions: A global citizen is more open to diversity, has a global worldview, and is more likely to live, study and work abroad. A global citizen is aware of different world cultures, is comfortable living and working with people from other cultures, and wants to explore places beyond the borders of the country where he/she grew up.

DO YOU HAVE OTHER IDEAS ABOUT WHAT IT MEANS TO BE A 'GLOBAL CITIZEN'?

Apply these ideas to yourself: How 'global' are you?

To help you think about this and guide your discussions, here are a few questions:

♦ Where have you traveled outside of the United States? What were your most memorable experiences?
♦ Where in the world do you most want to visit ... and why?
♦ Besides English, what other language(s) have you learned? What opportunities have you had to use another language?
♦ What opportunities have you had to meet and interact with people from different countries and cultures (in your own community or while traveling)? What do you recall most about these experiences?
♦ What foods, music, and movies from other parts of the world have you enjoyed?
♦ In what ways are you more "global" than your parents?

As a group, please respond to this question:

WHAT MAKES SOMEONE A 'GLOBAL CITIZEN'?

Discussion Guide 2

HOW CAN YOUR SCHOOL AND COMMUNITY BECOME MORE 'GLOBAL'?

By hosting international students, from short-term visits to a semester or full-year exchanges.
♦ How can exchange students be fully included in the life of the school?
♦ What can be done to help local students and exchange students learn from each other?
♦ How can more students, teachers, school staff and community members get involved with student exchanges?
♦ How can we encourage more one-to-one interactions between local and international students?

By promoting and supporting local student participation in international exchange programs.
♦ How can schools make more students aware of exchange opportunities?
♦ How can students who have been exchange students share their experiences after they return? (For example, returnees can give talks and help recruit students for future exchanges or returnees can help create connect their school/community with their host school/community.)

By organizing talks and discussions that focus on different cultures and international topics.
♦ How can schools recruit a variety of speakers — including people from other countries or who have lived/worked/traveled to other countries—to talk with students?
♦ How can schools involve these visitors in more ways than just having them give a talk?
♦ How can events be planned and promoted to attract people from the entire school and within the community?
♦ What roles can students play in organizing and hosting such events?

By hosting cultural festivals, activities and other public events.
♦ What types of events are possible? For example, International Education Day, World Languages Week, celebrations from other cultures, or combined meal/program that highlights a specific country or region.
♦ How can these events be used to make classroom instruction more interesting?
♦ How can these events attract other students, school staff and people from the community?
By organizing field trips to museums, programs, cultural opportunities (dinners).
  ◦ How can schools take better advantage of cultural opportunities and resources in the larger region?
  ◦ How can students help select and plan these trips?

By organizing teacher-led student trips abroad — through educational travel providers or independently organized.
  ◦ How are these trips selected, planned and financially supported?
  ◦ How can more students be given opportunities for international travel?
  ◦ How can students help plan and prepare for these trips?

By creating connections with schools, classrooms and students in other countries.
  ◦ How can teachers and schools make these connections?
  ◦ How can teachers and students collaborate on activities and projects with their international partners?
  ◦ How can these relationships be used to create student-to-student connections?
  ◦ How can social media be used to expand international connections?

By expanding classroom and other international-related activities to include more students.
  ◦ How can activities within world language, social studies or other classes be opened up to more students?
  ◦ How can student organizations, such as language and international clubs, be more visible?

By creating ways to recognize and encourage students who pursue global interests and activities, such as excelling in language classes, participating in cultural events.
  ◦ How can student organizations, such as language and international clubs, be more visible?
  ◦ What things can be done to help other students, school staff, parents and community members recognize the value of global learning?

Group Activity — Create two lists of ideas (to be submitted at the end of the session):

THINGS THAT ARE ALREADY BEING DONE IN YOUR SCHOOLS AND COMMUNITIES.

NEW IDEAS THAT COULD BE CARRIED OUT IN YOUR SCHOOLS AND COMMUNITIES.

Students: Take these discussion guides back to your schools for use there.

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Speakers and Facilitators

**Gilles Bousquet, Ph.D.**
Senior Special Assistant to the President of the UW System for International Strategies; Pickard-Bascom Professor of French, UW-Madison

Dr. Bousquet was the former Dean of International Studies and Vice Provost for Globalization at UW-Madison, and last year served as Interim Chancellor at UW-Eau Claire.

**Rodney Finkley**
Math Teacher, Atlanta GA

Mr. Finkley is a 14 year veteran mathematics teacher with 10 years of business and entrepreneurial experience. Rodney is a lead teacher in his school's “Global Business and Marketing Small Learning Community” and a Fellow with the U.S. Department of State Teachers for Global Classrooms. Mr. Finkley was awarded a National Mathematics Education Trust Grant to host and coordinate interdisciplinary professional development on Biodiversity and a winner of the 2014 Georgia Educational Technology Consortium Innovative Grant.

**Gerhard Fischer, Ph.D.**
DPI Consultant for International and World Languages Education

Gerhard Fischer is the consultant for international and world languages education at the Wisconsin Department of Public Instruction (DPI). He came to the U.S. in 1990 as an employee of the German Government to support German language and culture education in Wisconsin and surrounding states in cooperation with the Goethe Institute and the German consular service. Gerhard taught English and German in the German school system for 11 years and studied abroad in Manchester (England) and at UC-Berkeley. He earned his Ph.D. at UW-Madison in Curriculum and Instruction.

**Nancy Heingartner, Ph.D.**
Outreach Advisor, UW-Madison’s Center for Russia, East Europe, and Central Asia (CREECA)

Ms. Heingartner's background is in Russian language instruction. She has also done stints in government service, study abroad administration, and community outreach. In addition to developing programs to educate non-university audiences about the CREECA regions, Nancy is the CREECA undergraduate and FLAS (Foreign Language and Area Studies fellowship) coordinator. She also coordinates the Central Eurasian Studies Summer Institute (CESSI), a unique program that offers intensive courses in Kazakh, Tajik, Uyghur, and Uzbek. Nancy has a Ph.D. in Slavic languages from Brown University.
Kerry G. Hill  
Director of Public Affairs, Division of International Studies UW-Madison, and President, Global Wiscon Inc.
Prior to joining the University, Mr. Hill worked for more than 20 years at daily newspapers in Wisconsin and Illinois, including 10 years as the National/International News Editor of the Wisconsin State Journal -- which included two trips to Germany on special assignment. His international interests were inspired when, as a high school student, he became the first AFS exchange student to Saipan, a Micronesian island in the western Pacific.

Velvet Holmes  
Information Technology Literacy Teacher (ITLT), Oregon, WI
Ms. Holmes has been teaching in the Oregon School District for 17 years. She develops in-service and professional development courses of instruction for teachers and she works closely with teachers as an advisor in the district to personalize student learning and utilize technology effectively in the classroom.

Lauren Kassirer
Science Teacher, New York, NY
An honored Fellow with the U.S. Department of State Teachers for Global Classrooms, Ms. Kassirer successfully implements teaching strategies that meet both core curricular objectives for Earth Science, Biology and Environmental Science and also develop global competencies.

Lou Kindschi, J.D.
Social Studies Teacher, Oregon, WI
Mr. Kindschi has taught at Oregon High School for 13 years. A self-described lifelong learner, she has concentrated on the study of world cultures and developing global studies curriculum. The 2010 Wisconsin Council for the Social Studies Distinguished High School Teacher of the Year, Ms. Kindschi has studied and worked in multiple countries and received Fulbright-Hays Fellowships to Rwanda and India. She was also a Fellow with the U.S. Department of State Teachers for Global Classrooms.

Sandra Kowalczyk
Reading Specialist, Sun Prairie, WI
Sandra Kowalczyk is a middle school reading specialist who promotes books as powerful and accessible ways for students to gain exposure to the world. She strongly advocates for global travel for young people. As an undergraduate, she spent semesters studying in the United Kingdom, Malaysia, Poland, Taiwan, and India. As a teacher, she was a recipient of Fulbright-Hays Group Project Abroad Awards in India 2003 and in Morocco 2007; participated in the U.S. - Eurasian Excellence in Teaching Award Program in Uzbekistan 2005; and was a 2010 National Endowment for the Humanities Summer Scholar in Oaxaca, Mexico. She has traveled to 55 countries in five continents.

Barb Lamboley
Product Configuration Management Lead, Cummins Emission Solutions  
Stoughton, WI

Katrina Liu, Ph.D
Assistant Professor of Curriculum and Instruction at the UW-Whitewater  
Dr. Liu specializes in teacher education and globalization. Having studied and taught in both the United States and China, she brings a commitment to global awareness to her teaching, whether preparing future teachers or providing professional development to experienced educators, in order to prepare teachers with the appropriate knowledge, skills, and dispositions to help young learners succeed in a changing global reality. Dr. Liu has regularly taught semester-long curriculum development courses focused on East Asia for the University of Wisconsin-Madison and Madison College, and recently received a Fulbright grant to take a group of teacher candidates, in-service teachers, and K-12 administrators on a five-week study program in China. Her first book, a guide to preparing reflective teachers, is scheduled for publication by Springer Publications in 2014.

Eric Luckey
Peace Corps Recruiter for UW-Madison
Mr. Luckey served with the Peace Corps in 2010-12 as a teacher of English and community development volunteer in rural Bulgan, Mongolia.

Jon Pazol
Science Teacher, Northlake, IL
Mr. Pazol has taught Biology and AP Biology for 24 years. He teaches in a public school that serves the communities near O’Hare Airport, with a population of students who speak more than 37 languages at home. Mr. Pazol has engaged in research experiences on a polar icebreaker in the Arctic Ocean and in endocrinology, organic chemistry, field ecology, nanotechnology and immunology. Mr. Pazol is an honored Fellow with the U.S. Department of State Teachers for Global Classrooms and the co-author of Barron’s ACT 36: Aiming for the Perfect Score, 2nd edition. Mr. Pazol successfully motivates and inspires students from diverse cultures using global themes that are authentic and engaging.

Rei Tangko
Emission Development Engineer, Cummins Company, Stoughton, WI
Ms. Tangko actively participates in company-sponsored community projects, such as The Local Diversity Council which focuses on diversity awareness and education for both employees and the community, and The Community Involvement Team. Ms. Tangko is an active supporter of Indonesian Students Association, promoting Indonesian cultural diversity awareness both in the university and national level. She was born and raised in Jakarta, Indonesia and moved to the U.S. for college and graduate school.
Madeline Uraneck
International Educator
Madeline Uraneck's career is a patchwork of countries, languages, and networks of people she met abroad. In 1990, Madeline was selected as the state's first International Education Consultant, working with the State Superintendent of Public Instruction to create sister cities, sister schools, teacher exchanges, an International Education Council, and the nation's first curriculum guide in International Education. In 2006, she left her office cubicle for an adventure as Peace Corps Volunteer, Peace Corps training staff, and global traveler across 6 countries in southern Africa and 7 countries in Central Asia. In 2009, she was named Global Educator of the Year by Friends of International Education.

Leela Vaughn
Specialist, Epic Company, Verona, WI
Ms. Vaughn has expertise in working with clients in the Middle East.

Rachel Weiss
Co-chair, Wisconsin International Outreach Consortium (WIOC)
Assistant Director, Center for South Asia, UW-Madison
Rachel Weiss has been with the Center for South Asia since September 2001. Rachel received a BA in Art History with a focus in Asian Art and MA in South Asian Studies in which she focused her studies on Religions of India at the University of Wisconsin-Madison. Rachel served as the Project Director for two Fulbright Hays Group Projects Abroad to India in the summer of 2003 and summer of 2005, in which she led a group of educators from the state of Wisconsin to India on a curriculum development project. Rachel coordinated a 2-week program in India and served as the co-chair for the Wisconsin Rural Leadership's program in India (January 2008), providing a group of Wisconsin's leaders with an in depth educational program.

Thank You

The following individuals contributed time and expertise in coordinating this symposium and deserve special recognition and appreciation:

- Gerhard Fischer – for vision, and leadership on global education, and advice on symposium organization
- Kerry Hill – for vision, and leadership on global education and coordination of the student strand of activities
- Matt Hill – for audio, visual and technical support and expertise
- Velvet Holmes – for technology expertise, and MC support
- Kelly Meyers – for support of the symposium and global education initiatives at OHS
- Becky Piper-Hayhurst – for social studies department and logistical support
- Leyla Sanyer and members of the OHS Orchestra – for providing music
- Cherie Schmid – for organization and logistical support from “A to Z”
- Sue Schultz – for desktop publishing design of symposium materials
- Patty Shackleton – for printing support