



**34<sup>th</sup> Annual Conference of the Association of Academic Programs in Latin America and the Caribbean**  
**Culture, Sustainability, and Environment in Latin America**  
**Palenque, Mexico-March 8-11, 2023**

Co-Hosted by:



Co-Organized by:



## CONFERENCE AGENDA

### WEDNESDAY, MARCH 8, 2023

9:00 am- 1:00 pm

**Popular Education Forum**

SADEC Headquarters-Av. Campeche s/n esq. Quintana Roo Col. La Mielera.

Interactive forum with Chiapas NGOs working with local change-agents with ample practical experience, but minimal formal education.

5:30-6:00 pm

**Welcome and Introduction of Keynote Speaker**

Maya Tulipanes-Salón Múltiple ZAFIRO

5:30-7:00 pm

**Keynote Address**

**Dr. Rubén Monroy Hernández, Director of the Autonomous University of Chiapas:  
Mayan Faculty of Agricultural Studies**

Maya Tulipanes-Salón Múltiple ZAFIRO

7:00 pm

**Welcome Reception**

Maya Tulipanes

### THURSDAY, MARCH 9, 2023

9:00-9:30 am

**Conference Opening and Welcome**

Maya Tulipanes-Salón Múltiple ZAFIRO

9:30 - 10:20 am

**Session1: Preparing Diverse Student Populations for Study Abroad Success**

Salón Múltiple ZAFIRO

Moderator: Steve Gardner, Illinois College

*Preparing Students for Greater Growth in Intercultural Competence in Short-Term Study Abroad Programs (20 min)*

*Jane E. Hardy, Wabash College*

*Using FLIP to Connect Students Across Borders. (10 min)*

*Elisabeth Rodas-CEDEI Ecuador*

10:20 - 10:45

**Coffee Break-Light Refreshments-  
Sponsored by Albright College ELCDC**



10:45 am - 12:00 pm

**Session 2: Indigenous Rights and Language Preservation**

Salón Múltiple ZAFIRO

Moderator: Hannah Palmer, Tulane University

*Zapatismo, Environmentalism, and the Mayan Train (15 min)*

*Will Baynard, University of Wisconsin-Madison*

*Student-led Indigenous Language Collaboration: The Successes and Challenges of a Maya K'iche' Conversation Group (Virtual-20 min)*

*Emily Taylor, University of North Carolina at Chapel Hill*

*Polly Lauer, Yale University*

*Miskitu Language and Culture (10 min)*

*Laura Herily, Kansas University*

12:00 - 2:00 pm

**Lunch on your own**

2:00 - 3:00 pm

**Session3: Transdisciplinarity in Study Abroad**

Salón Múltiple ZAFIRO

Moderator: Kim Justeson, Albright College

*The Framing of Study Abroad in Academic Journals (Virtual, 20 min)*

Margaret Rakus, Gwendydd Mercy University

*Conservation and the Importance of Knowing the Culture: Interdisciplinary Collaborations between the Global Studies and Biology Departments at Illinois College (20 min)*

Steven Gardner, Illinois College

3:00 - 3:15 pm

**Discussion/Coffee Break**

**Sponsored by Albright College Environmental Studies Program**



3:15 - 4:45 pm

**Session 4: Holistic Understanding through Experiential Learning**

Salón Múltiple ZAFIRO

Moderator: Abel Rubén Hernández Ulloa, Universidad de Guanajuato

*Using an Ecopedagogy Approach to Achieve Praxis through Experiential Education: Learning Experiences in Amatlan de Quetzalcoatl, an Indigenous Community in Morelos, México (20 min)*

Fatima Mendoza, Augsburg University, Center for Global Education and Experience (CGEE) -Mexico

*Cuidadores de la Tierra: Cuatro llaves para ayudar a los jóvenes a vivir en armonía con la Tierra (20 min) (in Spanish)*

Bruce Johnson, University of Arizona

Todd Fletcher, University of Arizona

Andrea Bennett Gutiérrez, University of Arizona

*Reciprocal Scholarship in the Ecuadorian Tropical Rainforest: Reflections on a Research-focused Conservation Model (20 min)*

Liat Perlin, Tulane University

Liv Davison, Tulane University

4:45 - 5:00 pm

**Coffee Break- Sponsored by Tulane University's  
Stone Center for Latin American Studies**



5:00 - 6:00

**Session 5:**

**Roundtable: Sustainable Study Abroad Practices in the Wake of the Pandemic**

Salón Múltiple ZAFIRO

Moderator: Annie Gibson, Tulane University

*Participants*

*Annie Gibson, Tulane University*

*Hannah Palmer, Tulane University*

*Malcolm Botto, Brigham Young University*

*Deborah Colvin, Natick*

**FRIDAY, MARCH 10**

10:00-11:30 am

Salón AMBAR

**Business Meeting-All conference attendees have voting rights**

**Discussion of the future of AAPLAC**

11:00 - 11:15 am

**Coffee Break-Light Refreshments**

**Sponsored by Tulane University's Center for Global Education**



11:30 am - 12:30 pm

**Session 6: Community Engaged Projects**

Salón Múltiple ZAFIRO

Moderator: Todd Fletcher, University of Arizona-Resplendor International

*Valley Craft: un proyecto de educación no formal e informal de lo Global y lo Local (15 min) (in Spanish)*

*Dania Abigail Acosta Ramírez, Colectivo Yomajso Valley*

*Colaboración internacional para la educación intercultural y el desarrollo comunitario. (20 min) (in Spanish)*

*Abel Rubén Hernández Ulloa, Universidad de Guanajuato*

12:30 - 1:30 pm

**Session 7: Identity Construction and Study Abroad**

Salón Múltiple ZAFIRO

Moderator: Jane Hardy, Wabash College

*Salient Identities Abroad; How Students' Identities Shape their Study Abroad Experience (20 min)*

*Brian Jennings, Albright College*

*Kim Justeson, Albright College*

*Estefania Cenci, Albright College*

*Ryan Elmore, Albright College*

*Tasia Cowert, Albright College*

*Constructing Spaces of Identity, Agency, and Scholarship in a Critically Integrated Classroom (20 min)*

*Kevan A. Kiser-Chuc, University of Arizona*

1:30 - 3:15 pm

**Lunch on your own**

3:15 - 4:15 pm

**Session 8: International Education in Theory and Practice**

Salón Múltiple ZAFIRO

Moderator: Annie Gibson, Tulane University

*The Future of Education Abroad: Global Learning Reimagined (20 min)*

*Katherine Heird, UMBC*

*Ungrading Education Away (Virtual-20 min)*

*Morgan Halstead, Malcolm X College*

*Kathleen McInerney, Saint Xavier University*

4:15 - 4:30 pm

**Coffee Break**

4:30 - 5:45 pm

**Session 9: Liberation, Empowerment, and the Arts**

Salón Múltiple ZAFIRO

Moderator: Katherine Heird, University of Maryland, Baltimore County

*The North American No Borders Movement: How We Can Follow the Example of the Monarch Butterflies and Indigenous Peoples (20 min)*

*Jan Hanvik, Crossing Bridges LLC/Puentes y Redes A.C.*

*La Casa De Papel: Percibiendo el alcance cultural y los sentidos humanos de las experiencias migratorias (20 min) (in Spanish)*

*Elizabeth Astorga Gaxiola, University of Arizona*

*"Who Casts the First Stone". A documentary short about an experimental social reintegration project in Mexico City (20 min)*

*Nahui Twomey, Independent Scholar and Artist*

*Michael Twomey, ConArte*

5:45-6:00 pm

Salón Múltiple ZAFIRO

**Introducing Cali, Colombia**

**Location of the 35th Annual AAPLAC Conference**

**February 21-24, 2024**

## SATURDAY, MARCH 11

9:00 am - 1:00 pm

### **Tour of Palenque Ruins**

Palenque is one of the most studied and documented Mayan archeological ruins. Our visit to the archeological site will be accompanied by a professional guide and culminate with a visit to the site museum, where the artifacts that were uncovered during many decades of excavation and reproductions are well documented.

7:00 pm

### **Conference Dinner (included in conference cost)**

**Restaurante Maya Cañada - Across the street from conference venue**



## Presentation Abstracts and Presenter Biographies-In Order of Conference Agenda

### Keynote Address

Dr. Rubén Monroy Hernández is the Director of the Autonomous University of Chiapas: Mayan Faculty of Agricultural Studies. His studies include a Master's degree in the Economics of Agricultural and Natural Resources and a Doctorate of Science in the Economics of Agriculture.

Dr. Monroy will speak about the local and regional role of the university in terms of environmental sustainability; a balance between nature and the needs of the people who occupy the territory. Although most students at the Facultad de Maya UNACH do not travel abroad, they do have a national requirement to complete hours in social and professional service. This means that students often meet this requirement by working in indigenous communities with a culture and language very different from their own. Doctor Monroy will reflect on the potential of future collaboration on local-regional-global sustainable work with higher education institutions elsewhere.

### Session 1: Preparing Diverse Student Populations for Study Abroad Success

#### *Preparing Students for Greater Growth in Intercultural Competence in Short-Term Study Abroad Programs*

Abstract: Despite a drop in numbers due to the covid-19 pandemic, the overall trend in the US has been for more and more students to study abroad. However, simply being immersed in another culture does not necessarily result in intercultural learning. How can we best prepare students to get the most out of a study abroad experience, especially when more students are opting for short-term programs? This presentation provides research-based recommendations for increasing intercultural competence, including resources and classroom activities. Findings and recommendations are based in part on the presenter's experiences leading students on short-term study abroad programs in South America.

Bio: Jane E. Hardy, PhD is currently Associate Professor of Spanish and Chair of the Department of Modern Languages and Literatures at Wabash College in Crawfordsville, Indiana. She taught previously at Indiana University, St. Michael's College, the University of Maribor (Slovenia), the University of Ljubljana, and the Slovenian Ministry of Defense School of Foreign Languages. Her professional interests include second language acquisition, language teaching methodology, and intercultural learning. She is a passionate advocate for study abroad and is a long-time member of Wabash's Off-Campus Study Committee. For several years, she has co-lead a summer study abroad program in Ecuador, which inspired her research interest in intercultural development in short-term faculty led study abroad programs.

### *Using FLIP to Connect Students Across Borders*

**Abstract:** Student exchanges can take many forms due to the increasing options offered by technology. Thus, making international connections has become much easier. The Center for Interamerican Studies, CEDEI, and Albright College worked together to create spaces of intercultural interaction by using FLIP, a video discussion app, which offered students a safe environment to connect and share information about themselves and their cultures through short videos in the foreign language each group was learning. This was followed by a J-term trip by Albright students and faculty to Cuenca, Ecuador, where they met CEDEI's English students for a face-to-face exchange.

**Bio:** Elisabeth Rodas is currently the General Academic Director of Foundation CEDEI's Program. Previously, she was the Director of CEDEI's English Program for twelve years and enjoyed having direct interaction with teachers and students alike. She holds a master's degree in English language teaching from Reading University, England, and is also an Adjunct Professor in the Institute of Languages at the Universidad de Cuenca. Her interests include language teaching, program administration, and academic writing in general. She has conducted research at the university level having to do with the use of writing groups to promote dialogic spaces and faculty development. Her work has been published in several international journals. As General Academic Director she hopes to continue with the vision of CEDEI's founders: to promote cultural and academic exchanges that broaden our understanding of the peoples and cultures of the Americas.

### **Session 2: Indigenous Rights and Language Preservation**

#### *Zapatismo, Environmentalism, and the Mayan Train*

**Abstract:** This presentation outlines the history and ideology of the Zapatista Movement in relation to ongoing environmental concerns in Chiapas. I explore Zapatismo through three different lenses: (1) an anti-neoliberal globalization movement; (2) a Marxist-Leninist political movement; and (3) an Indigenous rights movement. I use these themes to explore Zapatista reactions to the construction of the multi-billion-dollar Mayan Train running through southern Mexico.

**Bio:** Will is pursuing a PhD in cultural anthropology. He focuses his research on legal systems within and surrounding indigenous societies in the Americas. He earned a B.A. in History with a Spanish minor from Virginia Wesleyan College in 2006. He received a M.A. from George Mason University in International Commerce and Policy in 2008. In 2011, he graduated from Case Western Reserve University School

of Law. He practiced law for eight years before coming to UW – Madison. His legal practice began in Alaska, where he worked with Alaska Native Corporations and other business entities. For three years he worked at Wisconsin Judicare, providing legal services to victims of sexual assault. He has appeared in state, federal, and tribal courts. He remains a licensed attorney in Alaska (Inactive Emeritus), Wisconsin, and the Lac Courte Oreilles Band of Lake Superior Chippewa Indians.

*Student-led Indigenous Language Collaboration: The Successes and Challenges of a Maya K'iche' Conversation Group*

Abstract: Maya K'iche' is among the most common Indigenous languages in Guatemala, with over one million speakers. However, in recent generations, there has been significant language loss due to the country's genocidal armed conflict (1960-1996) and longer processes of cultural erasure stemming from the colonial period. A self-sustaining K'iche'-language conversation group works to maintain independent K'iche'-language education by convening students and teachers from Guatemala, the US, and Canada. This presentation will discuss the successes of this intercultural space in helping learners of all levels exercise their K'iche' skills; think critically about transnational, community-centered collaborations; and explore alternative pedagogies.

Bio: Emily Taylor is a Ph.D. candidate in the History Department at the University of North Carolina-Chapel Hill, and Polly Lauer is a Ph.D. candidate in the History Department at Yale University. Both study the history of modern Guatemala and are learning the Indigenous language Maya K'iche'. They coordinate and participate in a weekly K'iche' language conversation group.

*Miskitu Language and Culture*

Abstract: The KU Miskitu language program attracted graduate students from various universities. Along with their language studies, they studied various factors of culture and changes on the coast. They studied political repression, climate change, and narco and economic activities during a time of political unrest in Nicaragua. I was at the forefront as an engaged political activists. Is this the model for the future for study abroad programs?

Bio: Laura Herily's program documents the trajectory of her students' research in her Miskitu Language/ethnographic field school in Nicaragua and Honduras. The paper will expand upon student themes that relate to environment, politics, and climate change, and what this means for the future of Study Abroad and FLAS language programs.

### **Session 3: Transdisciplinarity in Study Abroad**

#### *The Framing of Study Abroad in Academic Journals*

Abstract: Without a discipline to call home, study abroad is adrift in academia while remaining a key element to university missions to internationalize. The current study addresses the academic discourse of a theoretically sound and pedagogically robust field without an academic disciplinary home: study abroad. Study abroad faculty are situated in a variety of academic homes; its academic discourse is transdisciplinary. The current research project explores the role of publications produced by the two largest U.S.-based study abroad professional associations in producing knowledge and influencing policy and practice.

Bio: Margaret Rakus is an Assistant Professor of Digital Communication and has led short-term study abroad sojourns to Ecuador and Guatemala. Margaret has served on the AAPLAC Board.

#### *Conservation and the Importance of Knowing the Culture: Interdisciplinary Collaborations between the Global Studies and Biology Departments at Illinois College*

Abstract: At Illinois College, the Biology and Global Studies Departments have joined forces to train future experts in conservation who know and understand the politics and societies of the places that they are helping to conserve. These two departments have collaborated on projects to conserve bats, orchids, and sea turtles in Cuba and orchids in Ecuador. In this relationship, the role of language and culture professors is to help environmental science students understand the societies that will determine the fate of the habitat they want to conserve and to linguistically and culturally train them to interact with the people in those communities. The language and culture professors also serve as intermediaries and help with logistics. For this synergy to occur, language departments must radically rethink their role in the university, and biology departments must recognize that the people who live in the communities around habitats that need to be conserved must be understood and considered. In this presentation, I discuss how we have arrived at this understanding at Illinois College.

Bio: Dr. Steven Gardner, Frances McReynolds Smith Professor of International Understanding, teaches Spanish language and culture at Illinois College. Dr. Gardner has co-written articles and co-presented workshops on the Santiago de Compostela pilgrimage as an immersion program. He has co-led several short-term study programs for students in Spain and Latin America, which include studying the European Union through walking the Camino de Santiago in Germany, France, and Spain, tracing the Muslim influences in Andalusia, learning about Peruvian culture and society by walking the Inca Trail, and examining education, healthcare, and

biodiversity through field experiences in Ecuador and Cuba. He is currently dedicated to developing and expanding Illinois College's partnership with the University of Pinar del Rio, Cuba.

#### **Session 4: Holistic Understanding through Experiential Learning**

##### *Using an Ecopedagogy Approach to Achieve Praxis through Experiential Education: Learning Experiences in Amatlan de Quetzalcoatl, an Indigenous Community in Morelos, México*

**Abstract:** The nature of our program not only provides the students to study abroad and experience an intercultural exchange in Mexico, but at the same time, the existence of this program means our chance to set the bases for an Education Process based on social and environmental justice principles, establishing democratic principles of society to transform social action. In this search for significant experiences and lenses through which we as teachers can lead an education process of studying and understanding reality, coming across an Ecopedagogy approach has given the possibility of looking into a community's history and reality to identify how the interconnectedness of a coupled human-environment system have the impact to lead a deep group reflection and dialogue that irretrievably leads to action (praxis).

**Bio:** Fatima Mendoza (she/her/hers) is Program Coordinator of Augsburg's Center for Global Education and Experience (CGEE) -Mexico Site, and professor of the Environmental Biology assignment. She grew up in Cuernavaca, and until high school, she had a Montessori Education, where she cultivated an interest in the complexity of life, the environment, and its interconnectedness to human society, that endure until now. She studied Environmental Science and then got a Master's degree in Teaching of Science (biology) both at UNAM Campus Morelia. In 2016, she did an internship with Dr. Peter McLaren at Chapman University, where she included the Critical Pedagogy perspective in her master's thesis project, a topic where she found her ultimate passion. She worked at a children's Museum in charge of the environmental education content, collaborating with Pavilhão do Conhecimento Science Museum in Lisbon Portugal. She is also the mother of a 9-year-old very active child.

##### *Caretakers of the Earth: Four keys to help young people live in harmony with the Earth*

**Abstract:** Cuidadores de la Tierra is a holistic magical learning adventure that engages learners in participatory outdoor experiences to develop their understandings of the fundamental ecological concepts that support all life, deepen their feelings toward the natural world, and take actions to lessen their impact on the systems of life. Cuidadores in being offered at Resplandor International in México

and at two sites in Bolivia. We will describe the program and hear from a university student who completed an independent study assisting in the process of setting up the first cohort group to complete the Cuidadores program at Resplandor.

**Bios:** Bruce Johnson is Professor of Environmental Learning in the department of Teaching, Learning and Sociocultural Studies and Dean Emeritus of the College of Education at the University of Arizona and International Program and Research Coordinator of the NGO The Institute for Earth Education. He also serves as Director of the Earth Education Research and Evaluation Team at the University of Arizona. Dr. Johnson's research includes the teaching and learning of ecological concepts; development of environmental values, attitudes, and actions; and earth education programs.

Todd Fletcher is Professor Emeritus and a Distinguished Outreach Professor in the Department of Disability and Psychoeducational Studies in the College of Education at the University of Arizona where he developed the graduate program in bilingual/multicultural special education. His research interests and scholarly writing focus on culturally responsive educational practices for diverse learners in the U.S., educational reform and special education policy and inclusive educational practices in Latin America, in particular, Mexico. He does research in Chile, Ecuador, Mexico, the United States and Guatemala on the topic of inclusive education. He is co-editor of the book *Educating Children with Disabilities and Their Families: Blending US and Mexican Perspectives*. He founded and directs a non-profit community center Resplandor International ([www.resplandorinternational.org](http://www.resplandorinternational.org)) in Guanajuato, Mexico that provides educational and cultural programs to children, families and communities.

Andrea Bennett Gutiérrez is a graduate student at the University of Arizona College of Education with an emphasis on language and culture in education. She has worked in informal education in environmental nonprofit organization and museum settings and has worked to implement multiculturalism and multiliteracy in education and community engagement.

*Reciprocal Scholarship in the Ecuadorian Tropical Rainforest: Reflections on a Research-focused Conservation Model*

**Abstract:** Fundación para la Conservación de los Andes Tropicales (FCAT) is an Ecuadorian non-profit organization and 550ha private reserve located within the Chocó-Darien Ecoregion, a hotspot for both biodiversity and deforestation. FCAT's primary mode of conservation is working with Ecuadorian and foreign researchers and students to investigate the region's endemic flora and fauna species. Here we present FCAT's conservation model, provide a critical analysis of the efficacy and ethics of student programming at FCAT from the undergraduate perspective, and pose a discussion with conference participants regarding how to best manage the

student-organization experience to ensure positive ecological and social outcomes.

Bios: Liat Perlin is the Tulane Interdisciplinary Environmental Research and Action (TIERA) program coordinator. She works collaboratively with the Foundation for the Conservation of the Tropical Andes (FCAT) to manage field visit experiences. Liat has an MA in Latin American Studies and a BS in Environmental Studies & Psychology from Tulane University. She describes herself as a solidarity interlocutor: a scholar with the capacity to respectfully bridge local struggles for environmental justice with globalized discourse to move collectively towards social change.

Liv Davison will graduate from Tulane University with degrees in Sociology and Environmental Studies and a minor in Latin American Studies. She is passionate about knowledge exchange and ethical environmental education. Liv engaged with FCAT both as a student participant on a field course and as an independent researcher. After graduation, Liv plans to pursue additional research opportunities and a graduate degree in Environmental Sociology or Policy.

### **Session 5: Roundtable: Sustainable Study Abroad Practices in the Wake of the Pandemic**

Abstract: In the wake of the COVID-19 pandemic, the FORUM on Education Abroad published guidelines to direct the education-abroad sector toward social, economic, and environmental sustainability by connecting the Standards of Good Practice for Education Abroad and the United Nations Sustainable Development Goals. Yet efforts to enhance global sustainability often come into direct conflict with economic and institutional necessities in an industry struggling to rebound from a loss of upwards of 700 million dollars since 2020. Study abroad officials face pressure to protocols, to support students and parents whose tolerance for uncertainty has already been tested to the limits, and to operate in a transformed environment where online classroom experiences are often more familiar than real-world, cross-cultural experiential learning scenarios. These concrete programmatic exigencies pose challenges to realizing more abstract sustainability goals. This panel will begin with an introduction to the sustainability framework posed by the FORUM and then will engage in a moderated discussion amongst a selected group of program managers and resident directors about some of the major challenges as well as the innovations to sustainability practices that have emerged since the pandemic.

Bios: Annie Gibson is the Director of Study Abroad and Administrative Associate Professor at Tulane University where she leads efforts to promote intercultural learning campus-wide, including oversight of the IDI Qualified Administrator's Group. She manages all undergraduate study abroad and works with faculty to develop their international programs. She has traveled with students and taught in many countries (Brazil, Cuba, Costa Rica, Mexico, Argentina, Dominican Republic, Senegal, Spain,

Italy, Denmark, and Sweden). She is the faculty director for a summer program highlighting the diasporic connections between Louisiana and the Black Atlantic World and teaches a wide range of courses in Latin American Studies, Spanish, Portuguese, and Intercultural Learning, including an intercultural development pre, during, and post study abroad course. Her areas of research and publication include Cuban and Brazilian performance cultures, immigration, travel and tourism studies, study abroad and intercultural learning.

Hannah Palmer is the Assistant Director for Academic Projects and Programs at the Stone Center for Latin American Studies at Tulane University, where she oversees summer abroad initiatives and academic-year programming. She came to Tulane from the University of North Carolina at Chapel Hill, where she served as Graduate Program Coordinator for the Institute for the Study of the Americas, Resident Director for the Yucatec Maya Summer Institute, and a teaching fellow of Spanish-language and English-literature courses while completing her Ph.D in Comparative Literature. Her interests include contemporary Maya literatures, critical Indigenous studies, gender and sexuality studies, and contemporary Latinx literatures. In her research, teaching, and administrative work alike, she looks to employ interdisciplinary and decolonial methodologies.

Malcolm Miguel Botto Hortal is Associate Director for International Study Programs at Brigham Young University. In this position he helps prepare students and faculty directors for academic experiences abroad. He started working in this field two decades ago as a graduate student assisting in BYU's Anthropology Field School in Guatemala. He later worked on graduate research that looked at the use of "rock-maya" music in the identity construction of young K'iche'-Maya youth in Guatemala. His continued experiences in Guatemala have influenced his commitment to K'iche'-Mayan language learning, teaching, and revitalization. He is an Adjunct Lecturer in the Stone Center for Latin American Studies at Tulane University and has served as co-director for Tulane's Mayan Language Institute: K'iche' summer program. He currently supports K'iche' diasporic communities to promote K'iche' language and cultural learning through Zoom and Language Nests experiences.

Deborah Colvin is the Deputy Director in charge of partner support for Natic Esperanza, a grantmaking organization supporting grassroots organizations in the Chiapas and Guatemalan Highlands. She came to Mexico as a volunteer in 1987 and has lived there ever since. Her academic studies include BA's in psychology and philosophy, and specialties in Virtual tutoring and the creation of Virtual Learning Environments. In Mexico she led an Educational Leadership program in Chiapas and is currently a professor in the Bachelor of English Teaching program at the Universidad Autónoma de Chiapas. She has been a classroom teacher and elementary school principal and works as a coach for principals and district supervisors in Mexican public schools. Her earlier work in the placement and



orientation of service-learning students from Mexican universities and Fulbright scholars in Mexico has given her a unique perspective regarding the current challenges in the service-learning program of Natik.

### **Session 6: Community Engaged Projects**

#### *Valley Craft: a project of non-formal and informal education of the Global and the Local*

**Abstract:** Yomasjo Valley, trains for the Identification of Environmental Risks through Mapping Outputs; recognizing factors that intervene and affect the environment; Embodying in a digital map of open data and citizen science. "Valley Craft", with Research-Action-Participatory methodology, generates projects in colonies with volunteers who have international experiences and who provide a glocal approach in the environmental, social, technological and educational fields. It strengthens skills for those who will have international experience to share their local knowledge. By Minecraft, a community is generated on a scale so that young people together with international youth can create projects for the benefit of their colony.

**Bio:** Dania Abigail Acosta Ramírez, Co-founder and General Coordinator of the Yomasjo Valley Collective focused on the Identification of Environmental Risks through Citizen Science, in a digital map and community work. Digital Media Coordinator of YouthGTO, a Youth Network focused on Internationalization. Student of the Bachelor of Education at the University of Guanajuato and participant in the Research Summer focused on Education for Cultural and Linguistic Diversity. Speaker at the VIII International Colloquium: Right to Human Well-being, Global Ethics and Education with the theme "A critical review of the SDGs-2030 from the needs of young people". Community and educational volunteering in 2022 by KVT Finland. PROTON International Certification. Communication Coordinator of the Environment Committee for the Municipal Youth Institute in 2021.

#### *International collaboration for intercultural education and community development.*

**Abstract:** This paper presents the experience that was developed at the University of Guanajuato in the Research Summer 2022 in which students from the universities of Hannover (Germany), Arizona (United States) and Guanajuato (Mexico) participated. The first part was a course on intercultural elements, diversity and problems of migrant and marginalized communities. The second part was the development of a summer school in which the students carried out various workshops for girls and boys from a community of Cajones.

**Bio:** Dr. Abel Rubén Hernández Ulloa is Professor in the Department of Education at the University of Guanajuato. He obtained a Bachelor's and Master's Degree in Philosophy

from the National Autonomous University of Mexico (UNAM) and a Master's Degree in Business Economics from the Tecnológico de Monterrey (ITESM-CCM). He completed his PhD in Educational Research at Lancaster University in the United Kingdom, with research on the development of abductive reasoning. He is interested in the didactics of logic, mathematics, ethics and human development; considering a pedagogical approach that integrates developmental psychology, epistemology and metacognition. He is President of the Board of Directors of the International Network for Research in Human Development, and has organized eight international colloquiums with the theme: "Right to human well-being, global ethics and Education".

He has translated the OECD reports: "Let's read a story! The role of moms and dads in education." (2014) "Everyone on board: achieving inclusive growth." (2016) For the University of Guanajuato He coordinated the books: "Epistemology and Formation: research horizons" (2011) "Paths to freedom, peace and inclusion." (2021) He is a member of the Board of Directors of the Jean Piaget Society, and the Association of Academic Programs in Latin America and the Caribbean. He is President of the Mexican Academy of Logic.

## **Session 7: Identity Construction and Study Abroad**

### *Salient Identities Abroad; How Students' Identities Shape their Study Abroad Experience*

**Abstract:** This panel will be introduced and facilitated by program faculty and administrators, but will mainly be a presentation of perspectives of three students who are taking part in a year-long program designed to reduce inequality in study abroad by providing an opportunity for underrepresented students to engage in a college sponsored, cost-free immersive experience. The program provides a structure that allows for content both pre and post-immersive experience, which focuses on cultural competence and the importance of cultural diversity. Part of this program has students explore their own identities and social locations at home before the study abroad experience and provides an opportunity to engage in reflective thought about how their most salient identities may or may not change both during and after the study abroad experience, and/or how that salient identity shaped their study abroad experience. The student panel will share their reflections on how study abroad programming could be better designed to ensure inclusivity. The panel will also discuss the perpetuation of inequality via study abroad and provide ideas for dealing with those inequalities.

**Bios:** Brian Jennings is an Associate Professor of Sociology and Environmental Studies at Albright College. He has been providing faculty-led study abroad experiences for over a decade. He is the co-developer of the Global Scholars Program, which seeks to provide

an immersive, study abroad experience, framed by both pre and post academic and reflective content about cultural competence and the importance of cultural diversity.

Kim Justeson is the Director of Experiential Learning at Albright College and works to improve access to impactful experiential learning programs for all students. As co-founder of Albright's Global Scholars program, she is proud to be involved with the cohort's extensive cultural preparation and post-experience reflection components. Kim has a special interest in the impact that a prior education abroad experience can have on teachers' relationships with English Language Learners in their classroom.

Estefania Cenci is a Game & Simulation Development student at Albright College and a member of the Global Scholars program. She has attended Northeast High School in Northern Philadelphia where she earned The International Baccalaureate Diploma which is recognized worldwide and reflects critical thinking, independence and responsibility. As a person who was raised in South America but was forced to move to the United States, she is looking for more opportunities that will allow her to broaden her perspective of the world and allow a better understanding of cultural diversity.

Ryan Elmore is a Communications student at Albright College and a member of the Global Scholars program. He attended Haddon Heights High School in Southern New Jersey where he won the Camden County Best of Class award in 2022. He is excited to broaden his perspective through a study abroad program. He seeks to better understand the world and has an interest in the concept of study abroad as an integral part in the educational and cultural development of students and individuals.

Tasia Cowart is a Biology major at Albright College and a member of the Global Scholars program. She attended Paul Robeson High School in West Philadelphia where she graduated as the class valedictorian and vice president of the National Honors Society. She has a passion for exploring the different cultures of the world and through her study abroad experience she is looking to better understand the roles individuals play in a society.

### *Constructing Spaces of Identity, Agency, and Scholarship in a Critically Integrated Classroom*

Abstract: This presentation explores the congruences between two theoretical frames used to identify the socio-historical and intellectual strengths that children bring to their educational spaces – Gardner's Multiple Intelligences and Moll and Gonzalez' Funds of knowledge – and the humanizing pedagogies embedded within them: culturally relevant pedagogy, culturally responsive instruction, translanguaging practices, critical pedagogy, creative and critical thinking teaching strategies, and multimodal arts-based pedagogy. I consider how students in a variety of different classrooms across socio-economic and cultural-linguistic divides respond to the use of expressive arts and multimodal literacies

as they explore their cultural identities and sense of place, their academic scholarship, and their own developing epistemologies.

Bio: Kevan A. Kiser-Chuc is a master teacher, teacher mentor, and adjunct professor in both a public school district and at the University of Arizona in the borderlands of the Southwestern United States. As a teacher researcher, Kevan proposes a classroom curriculum that is culturally relevant and responsive, encouraging students to explore their identities using expressive arts and multimodal literacies and by theorizing and practicing an approach to teaching and learning that privileges an interconnected strategy of student and teacher voice, self-efficacy, and agency for critical engagement, Dr. Kiser-Chuc has been grateful to witness and participate in transformative experiences in the classroom. Dr. Kiser-Chuc holds a BA in History and Spanish from the California State University at Northridge, an MA in Intercultural Education from the Universidad de Las Americas in Mexico City, an M.Ed. in Educational Leadership from the Northern Arizona University in Flagstaff, and a recent PhD in Language, Reading and Culture from the University of Arizona in Tucson. She has several peer-reviewed publications in both relevant books and journals.

## **Session 8: International Education in Theory and Practice**

### *The Future of Education Abroad: Global Learning Reimagined*

Abstract: This presentation will address the future of education abroad and global learning and the challenges and opportunities that presents for our students, institutions, partners, and field. We will examine the changing student demographic and how we can reimagine education abroad and global learning to promote intercultural development in new ways for all students, especially those who might not otherwise be able to participate in a traditional study abroad program. My goal is to provide a current and future outlook of our field, as well as alternative examples of programs that foster opportunities for collegiate global learning including domestic study away and virtual collaborations.

Bio: Katherine Heird serves as the Director for Education Abroad & Global Learning at the University of Maryland, Baltimore County (UMBC). Her professional interests include student mentorship and increasing access to intercultural educational opportunities for all students. Katie has been active in the field of international education for more than 15 years and previously served as the vice president for APPLAC. She holds an M.A. in Intercultural Communication from UMBC and a B.A. in Spanish from Salisbury University.

### *Ungrading Education Away*

Abstract: The pandemic disrupted much that had been unexamined in higher education teaching, particularly course policies and practices. In this session, we will discuss how

and why "ungrading" is a valuable approach to consider with education abroad. We also will describe some of the practices that are related to ungrading, e.g., deadlines, the problems with rubrics, and predetermined learning outcomes. How DO we grade experiential learning? WHY do we grade experiential learning? Should a framework of competition be used in education away or, if we want to eschew colonial practices and perspectives, how can we support dialogue and transformation?

Bios: Morgan Halstead holds a Ph.D. in Curriculum and Instruction from the University of Illinois at Chicago and is a professor of English at Malcolm X College, one of the City Colleges of Chicago. She has been involved with education abroad as an instructor and a program assistant at CEDEI (the Centers for Interamerican Studies), Cuenca, Ecuador, and as a student in Latin America and Ireland. She is a fierce advocate for all students, but especially community college students.

Kathleen McInerney holds a Ph.D. in language, literacy and culture from the University of Iowa and an M.A. in English from SUNY Fredonia. She has extensive experience with and research focused on multicultural learners, with particular attention to the social contexts affecting emergent bilingual learners, their families, and communities. Kathleen currently is a professor of education at Saint Xavier University in Chicago, Illinois, US.

### **Session 9: Liberation, Empowerment, and the Arts**

#### *The North American No Borders Movement: How We Can Follow the Example of the Monarch Butterflies and Indigenous Peoples*

Abstract: The Spanish Agency for International Cooperation for Development proposed and funded, until 2018, a forum in which the 23 Arab-speaking and 22 Spanish-speaking countries could consider how their pre-petroleum lifestyle could re-surge in the coming post-petroleum world. This would be based on historic interchanges of agriculture, cuisine, poetry, lodging, libraries, transportation modes, language, architecture, and other expressions of culture. Concurrently there is a movement to diminish the superficial differences between the Balkan and the Western European countries. A similar movement recognizes that the Canadian, Mexican, and US borders are all colonial vestiges, negating prior centuries of free dispersion of indigenous peoples, monarch butterflies, other flora and fauna, that predates and will post-date the current era.

Bio: Jan Hanvik (he/him/él) holds a B.F.A., Dance, City College, City University of New York, and M.A., New York University's Center for Latin American & Caribbean Studies. He was a Fulbright Senior Scholar, Dance in El Salvador (1990-91); and Arts Management, Uruguay and Argentina, (1999, 2001). For CECArtsLink, he taught Dance Company Management in Volgograd, Russia to artists from the former USSR (2001). He has been

panelist, reviewer, and consultant for National Endowment for the Arts, New York State Council on the Arts, New York City Department of Cultural Affairs, Ford Foundation, inter alia. He was named Ambassador by indigenous P'urhépecha-led Pantzingo Ecotourism Center, Michoacán, Mexico to adapt the center into an international artist residency to foster exchange among indigenous North American artists, and non-indigenous artists. He directs Crossing Bridges, New York City and New York State's Hudson Valley, and Puentes y Redes A.C. (Bridges & Networks) in Mexico. [www.crossingbridges.nyc](http://www.crossingbridges.nyc)

*La Casa De Papel: Perceiving the cultural scope and human senses of migratory experiences*

Abstract: Although media coverage of the "migrant experience" has been extensive, it has often failed to include the voices of migrants themselves. The purpose of this study was to obtain a comprehensive description of how arts-based activities allow migrants to express and narrate their emotions and feelings. By focusing on sensory activities, asylum seekers revealed cultural practices, mentalized "safe" migration experiences, and imagined their next destination to "El Norte," which were beneficial to their well-being and promoted healing. This study was conducted in migrant shelters in Nogales, Sonora, Mexico during the summer of 2022.

Bio: Elizabeth Astorga Gaxiola is a Latina interdisciplinary scholar. He was born in Hermosillo, Sonora, Mexico and raised both in his home country and in Nogales, Arizona, located on the U.S.-Mexico border. His transnational identity has cultivated his research and teaching interests. Ms. Gaxiola earned her Bachelor's Degree in Political Science with a minor in Spanish and her Masters of Education with a focus on Indigenous and Multicultural Education and Language Planning and Policy at the University of Arizona. She is currently pursuing her doctoral studies at the University of Arizona with a focus on Social Justice and Diversity and Immigration and Education. Her major is Mexican American Studies with a focus on border studies. Her academic interests are immigration, U.S.-Mexico border studies, structural violence against immigrants, immigration and education, youth activism in social movements, social justice and diversity, language maintenance and revitalization, "artivism," and arts-based literacies and pedagogies.

*"Who Casts the First Stone". A documentary short about an experimental social reintegration project in Mexico City*

Abstract: In the spring of 2022 we received a grant from Landscapes of Hope, an organization based in the Middle East, to document one of our programs with a short documentary film. Between March and May, two young Mexican cultural activists Nahui Twomey and Aymara Larson pieced together, planned and directed the cortometraje "¿Quién lanza la primera piedra". It is centered on the participation of several ex-convicts in three workshops that lasted two months: Narrative writing, photography and peace-building. The film reaches into their experiences and personal reflections in order to observe how cultural activities can become an integral part of a successful liberation process. The results were interesting; we screened the film last month with help from the

National Institute for Fine Arts and Literature. While the film doesn't define us as an organization, it certainly puts our values in the forefront: Social Inclusion, Non-violence and anti-discrimination, cultural rights and identities in construction.

Bios: Nahui Twomey is a photographer, art historian and art educator who works in communities living in social risk. Through art, she has found collective ways of managing social reintegration, the defense of human rights, the protection of children at risk and the recovery of public spaces with a gender perspective. As a photographer and filmmaker, she seeks to build narratives in effective collaboration with the contexts she portrays, caring for the dignity and non-revictimization of people and communities. This is the same principle that she uses as a curator of socially engaged community art, and as an educator, greatly valuing the life experiences that both childhood and adulthood indisputably have and share.

Micheal Twomey Valdes is an interculturalist and nonviolence advocate. He's lived in Mexico for the last 30 years, designing and facilitating a wide array of educational and cultural projects. Before moving to Mexico, he directed the New Orleans Coalition for Immigrants and Refugees, an NGO for newly arrived Central Americans. He works actively as a consultant for different UN agencies, as well as the Mexican Secretary of Public Education and the Secretary of Culture. He has taught graduate courses at the University of the Americas and Endicott College. He is currently the coordinator of the Interdisciplinary Program for NonViolence, for ConArte, an award-winning NGO focused on education through the arts. This project has run programs in over 20 cities in Mexico that are considered "hotspots" of violence and various levels of social decay. Innovative projects with police forces have been carried out in Mexico and Peru.