

**Proceedings
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International Aspects of Media Literacy

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This paper explains the universal and regional perspectives of media literacy and media literacy education. Especially as media messages are shared across national borders, yet have cultural connotations and implications, understanding how media works and is interpreted and enacted fosters global competence, particularly as applied locally.

Media literacy may be conceptualized in two ways: in terms of mass media channels, and in terms of media as formats, regardless of the source. Media literacy is a subset of information literacy. Media literacy is needed where the information is developed by the mass media, including social media. Mass media's main objective is typically profit, influence, or power. In terms of format, mass media can include periodicals as well as broadcasts, film and video. Media often incorporate image, sound, and action. Each medium represents information using a unique set of features: a unique "language" with its "grammar." Especially because mass media has an agenda, individuals need to be aware of their purposes and decide how to respond.

People around the world encounter mass media daily. More than ever, mass media can reach international audiences broadly and deeply. Furthermore, mass media's use of increasingly diverse formats also expands the range of consumers and their levels of understanding. These channels convey messages that reflect and impact social, economic, governmental and religious agendas and processes; interpretations of such media are also culturally defined. Especially as mass media creators are using increasingly sophisticated ways to persuade their audiences, those audiences need to be aware and discerning media consumers (Jolls, 2008).

Curricular efforts to include news literacy are occurring from local schools to international organizations such as the Center for Media Literacy. Across the entities, they all address media in society, reading media messages and producing media. In terms of media themselves, common threads include the idea that media creatively mediate reality through each medium's unique structures and 'language.' In the United States, curriculum decisions are generally made at the local and state levels, so the inclusion of news literacy is uneven. Media literacy has greater agency in Europe. For example, in 2013 UNESCO developed a media and information literacy assessment framework, which informed Sweden's commission to develop a national agenda for media and an information literate citizenry, including a required national curriculum (Carlsson, 2019).

This presentation discusses national and international perspectives on media literacy, its curriculum, and instructional strategies, noting cross-national efforts. To this end, I will be sharing representative media literacy educational resources from around the world:

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Kinesthetic Connectivity

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Connections built solely through technological registers automatically alienate along the lines of the digital divide and an impact that is not sustainable. Practice—enthusiastic, sustained, and vigorous repetition—towards learning, education, and community building makes space for connectivities in times when clinical embargos to social communion were in place due to the COVID-19 pandemic. I reflect on my dance-related practices in an autoethnographic mode to develop impactful and sustained pathways that have emerged from pandemic-induced pivots as many artists in the pandemic era have not been able to pivot to online modes of expression. This article argues the need for *contextual sensitivity* in cases of building global connections through the virtual medium. It investigates best practices of involving the kinesthetic through the dancing body for creating virtual connections during the pandemic and the post-pandemic era.

I build global connections through my teaching, organizing, and performing. My work lies in internationalizing dance education by arguing for its skill-based development of the versatile dancing body as well as the keenly perceptive choreographer. My area of specialty lies in Odissi, which is an eastern Indian traditional dance. While teaching it in-person (post-pandemic) or online (during a pandemic) in the Department of Dance at the University of North Carolina at Charlotte, I bring in voices from the community of artists, scholars, and choreographers through the online medium. In this way, students engage with the form through cultural contextualization. In my presentation, I share the ways of making these connections possible through local organizations, national institutions, as well as international collaborations.

Further, I share bringing the global community of Odissi artists and scholars together in online conference formats by working with the Open Conference Systems. Virtual sharing of the choreographic process, stylistic nuance, or technical injunction requires the artist to elucidate verbally and the scholar to enunciate research reaching a broader public of practitioners. I argue how this virtual conference platform during the pandemic allowed for artists to engage with the dance through a discursive lens. This furthered the visibility and investment of UNC Charlotte in the Odissi community as a serious ecosystem of nurturing thought, expression, and articulation in the dance form.

I conclude by discussing the role of performativity of a globally connected dancing community called DanceNCommunity Ensemble that pledges to work together on their daily *Sadhana* or dance practice as well as perform in festivals and concerts. This community of artists devoted four-five hours of online practice through Zoom video-conferencing technology committing to improving their craft in a collective and mutually beneficial manner. Each artist in the ensemble is a soloist based in India, Bangladesh, or United States. However, they choose to come together as a community to share time and space in the proliferation of the kinesthetic.

In an article-length inquiry, “*Chhapaka: Toward Online Embodiment and Discursive Shifts in Indian Dance*,” I have theorized the pandemic-induced pivot through my pedagogical interventions in creating communities of practice. I continue this research by noting my creative solutions and interventions in building global connections to curate the Odissi movement within the Western academe through collaborative resilience and by building global pathways that are mainly kinesthetic.

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Education in India, NEP and Global Perspectives

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When we talk of collaborative resilience and recreating global pathways, education comes within the purview of discussion. Global education involves the study of problems and issues which cut across national boundaries and the interconnectedness of cultural, environmental, economic, political, and technological systems, and also the cultivation of cross-cultural understanding. Global education provides knowledge about universal concepts of humanity like human rights, democracy and good governance, economics, social justice, fair trade, health, gender equality, peace, and conflict transformation.

Six key skills in global perspectives are skills for evaluation, reflection, analysis, research, collaboration, and communication. Teaching students about global affairs in an authentic way can teach them acceptance and understanding of the cultures of others. It can allow them to feel more empathy as they learn more about the various types of living styles. In other words, teaching students about global affairs in an authentic way teaches them acceptance and understanding of the cultures of others. It can allow them to feel more empathy as they learn more about the various types of living styles.

Within this theoretical paradigm, there is hardly any article that focuses on the present education policy of India. This paper aims to take up the New Education Policy of India as a test case, which is commonly known as NEP, 2020. NEP aims to pertain Indian classical knowledge to the world as well as to bring foreign Universities to India for transmission of that knowledge to foreign lands.

The question is- if this type of transmission of the Indian curriculum of culture to countries across the globe, is a lop-sided attempt at Indianization instead of a reciprocal give and take of cultures? The NEP definitely promotes a global perspective in education but does it promote the internationalization of Indian education? – is a crucial question of the time. Some claim NEP rather promotes the Indianisation of world education. So is there an essence of collaborative reciprocal resilience from West to East and from East to West?

The present research finds that there are very successful attempts to create collaborative resilience and global pathways. There are attempts to introduce Indian study courses in institutions abroad and also attempts by IITs and Indian Universities to explore options to take their Master's programmes to foreign shores by tying up with reputed global Universities under the unique model of NEP. Also, there are foreign students coming to Indian institutions who will pursue post-graduate courses in different aspects of India. The post- covid era also promotes digitization on a high scale, and so many Universities are opening options of Google classroom

to include students from abroad. Similarly in Indian institutions, the continuation of area studies brings foreign cultural studies to India.

So, the credit of this present research is that it can throw light on new aspects of NEP, which reflects the academic collaborative resilience of India across the globe. There is both-way reciprocity of collaborative education with greater emphasis on Indian cultural essence.

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Racial Stereotypes and What Educators can do to Reduce Them

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Stereotype threats are psychological and social pressures that children and people can experience in relation to often negative attributions about the cultural, linguistic, and racial groups of people that they identify with. A stereotype threat can adversely impact the educational experiences of students, especially international students. During this transition into a post-Covid 19 pandemic, it is vitally important to recreate the global pathway of equipping educators and teacher candidates to recognize and address racial stereotype threats in the classroom. The purpose of this poster presentation is two-fold. First, the poster presentation connects with the Phi Beta Delta conference theme of “Collaborative Resilience: Recreating Global Pathways” by reporting on strategies to recognize racial stereotype threats including second language learners and international students. Second, the poster presentation discusses ways to reduce racial stereotype threats in the classroom. Racial stereotypes in schools negatively impact students’ academic success. There are a variety of methods that can reduce racial stereotypes that influence students’ academic performance and help students who are in groups that face racial stereotypes. Students from a young age face heavy racism in their lives by the way they talk, interact, play, and live with other people (Kromidas, 2016). The purpose of this study is to examine the perceptions of stereotype threats among elementary school educators from across the United States (n=18). The study is primarily based on a survey research design (Hines, 1993). The survey includes Likert scale questions and open-ended responses to help answer the following research questions: (1) How do elementary school teachers reduce racial stereotypes in their classrooms that can impact students’ academic performance? (2) What are their perceptions of the different methods they have tried? To analyze the data from the study, descriptive statistics and Miles and Huberman’s (1994) three-step data analysis method were used. The findings include that all participants think it is best to address racial stereotypes in the classroom since it is critically important to prevent the long-term effects of racial stereotypes on students. Another finding from this survey research was the impact of racial stereotypes on students and the implications of this impact in relation to the student’s academic performance in school. The significance of this study is that it helps create a global pathway of deepening awareness related to addressing racial stereotype threats in classrooms. Additionally, it examines methods to prevent students— including international students and their families— from feeling left behind, unaccepted, or having their academic performance adversely affected due to stereotyping and stereotype threats.

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Herbert Lehman, UNRRA, and Humanitarian Responses to Global Disaster

Rachel Kovacs

Herbert H. Lehman supported progressive causes and became a public servant for his entire lifetime. This study explores Lehman as a political and media strategist and leader of major humanitarian initiatives. Using archival research, primary sources, and multimedia, the author tracks how Lehman aided refugees and the desperately poor before and during the interwar years and in formerly Nazi-occupied areas of Europe, facing extreme personal danger.

Lehman, from a wealthy family, stepped out from his privileged roots to volunteer with immigrants in the Lower East Side melting pot and moved from his career as a progressive Democratic politician, enacting laws protecting workers, launching housing and other relief programs to distributing aid to those starving in Europe and the USSR. He sparred with FDR over immigration quotas, struggled to loosen restrictions for refugees, and as Director-General of UNRRA, and risked death near occupied and Nazi-devastated areas, to deliver aid, despite multiple attempts within the State Department to thwart his efforts.

Postwar, Lehman fought for civil rights, confronted Senator Joe McCarthy, opposed domestic internment camps, and continued his progressive social justice agenda for underserved, marginalized populations. Given Ukraine's refugee crisis and the effects of war and repression on civil society, Lehman's relief work is a highly salient benchmark for humanitarian assistance. The manner in which Lehman pursued social justice in the U.S. and humanitarian relief abroad in wartime conditions is an inspiring story of how one man's commitment to justice can catalyze support for mankind's basic survival needs. It argues for the restoration of human dignity when war and its catastrophic consequences have denied food, clothing, shelter, and other basic human rights to citizens of devastated communities.

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Negotiation Techniques for Recreating Global Pathways

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Navigating through the stages and rituals of our personal and professional lives is a challenge. If you add the additional complexity of negotiating success in a world that is politically, socially, and economically diverse, rich or poor, requires unique skills and an added degree of finesse. With our ever-changing geopolitical world and the present dilemma of natural and business-related crises, being skilled at negotiating these fields of variability related to international interests and desires is paramount. People's lives and the financial and emotional stability of persons and countries are at stake.

In this presentation and paper, we explore international negotiation, its common findings, and some of the current tools that are employed to bridge the gap between misunderstanding and understanding in the boardroom and in the global marketplace. Negotiation communication definitions and types will be presented with the impact of the international stage on negotiation techniques being addressed. The forces of nature creating disaster and crisis and the PESTEL model will be explored. Negotiation stages, three of the most significant communication elements of negotiation, and essential tactics and strategies used in international negotiation will be highlighted.

Key communication responses and the importance of balancing cultural concerns and their effect on economic concerns will be discussed. The role of emotional intelligence, the four components of EI, and managing emotions pre, during, and post-cross-cultural negotiations in the global business environment will be presented. The primary focus of the paper is to present specific activities, techniques and tools to be explored with a proposed model for building or rebuilding an emotionally intelligent global model to help guide or "stabilize the message" negotiators rely upon during these volatile times.

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**Pathways for Global Citizenship Education through
the Sustainable Development Goals**

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Hybrid professional spaces like TEDx talks are an effective way of supporting and building collaborative resilience while creating global pathways for dialogue. The purpose of our research poster is to describe and report on the TEDxCraverRoad Countdown, which is an event that fostered global citizenship education through an examination of the Sustainable Development Goals (SDGs). The TEDxCraverRoad Countdown is an annual hybrid event that takes place in mid-November during International Education Week at a large, public urban-focused research university in the Southeast part of the United States. The TEDxCraverRoad Countdown featured international voices—including undergraduate students—sharing their perspectives on tackling climate change and taking action as global citizens. The TEDx talks at this event focused on ways to take action on climate change and how such action is interconnected to the United Nations' 17 Sustainable Development Goals (SDGs). The purpose of the TEDxCraverRoad Countdown event was to introduce SDG goals, share how the goals are connected to addressing solutions to the global threat of climate change, and highlight examples of Non-Governmental Organizations (NGOs) working toward addressing the global threat of climate in relation to an SDG.

Our presentation is situated on two research questions: (1) How were the SDGs connected and represented in the TEDxCraverRoad Countdown event? (2) From the participants' perceptions, what was the impact of the TEDxCraverRoad Countdown event? In addressing the first research question, we found that almost all the 17 SDGs were discussed during the event; SDG 4: Quality Education; SDG 7: Affordable and Clean Energy; and SDG 13: Climate Action was discussed most often. In answering the second question about the impact of the TEDxCraverRoad Countdown, we found that the event had a strong impact in building a strong network of faculty, graduate, and undergraduate students committed to the SDGs including participants in the following countries: Germany, Indonesia, India, South Africa, South Korea, and the United States. Participants reported a deeper understanding of the SDGs and increased awareness of their agency as global citizens. Here is how one participant wrote about the impact in a reflection, "This event has strengthened my understanding of the SDGs and my development

of global competencies. Additionally, I learned the different ways we can approach the SDGs, and how we can become better global citizens.” We believe that events like the TEDxCraverRoad Countdown reflect the dynamic collaborative partnership opportunities between faculty and students to support the development of Global Citizenship Education through increasing awareness about the Sustainable Development Goals. Although the COVID-19 pandemic has negatively impacted the progress of several of the SDGs, it has also led to the implementation of different online platforms to communicate ideas between students and educators across the globe. Our poster presentation specifically connects with the Phi Beta Delta conference theme of “Collaborative Resilience: Recreating Global Pathways” as we highlight how the TEDxCraverRoad Countdown is a global pathway for building resilience and developing dialogue about the Sustainable Development Goals.

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**Exploring Trends in International Student Enrollment to
Inform Growth Strategies**

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Altbach & de Wit (2018) wrote that the events of 2016, the vote for Brexit and the U.S. Presidential election, proved problematic for international students. They explained that as a result of the 2016 events, students encountered more issues obtaining visas; perceived a less-than-welcoming atmosphere when they did arrive in the U.S.; and decreased international student enrollments were observed (Altbach & de Wit, 2018). At a large university in the southern mid-western U.S., faculty members were motivated to increase international graduate program enrollment. Further, the department had recently completed a 12-month long, five-year duration strategic planning process focused on departmental growth including undergraduate and graduate enrollment and increasing extramural funding and facilities capacity building. Further, the department's Ph.D. program was recently re-evaluated due to low enrollment. Researchers wanted to examine the department's graduate program history. The department encompassed multiple Classification of Instructional Programs (CIP) Codes which had implications for Science, Technology, Engineering, and Math (STEM). STEM programs have been highly desired by international graduate students and present significant career opportunities for students earning graduate degrees. No previously published, related studies were found. A Graduate faculty research team investigated electronic and hard copy departmental records from 2004 to 2021, conducting a content analysis to determine trends regarding 1) countries of origin, 2) academic emphasis areas, 3) academic level (Masters or Ph.D.) and 4) demographics (gender and age) of their past students. The results showed that 291 students had enrolled in graduate programs during this timeframe, exhibiting a great deal of variability over time, especially regarding their country of origin. The historic departmental records did not completely align with Altbach & de Wit's 2018 assessment. The department experienced an increase in the number of international graduate students between 2016-2019. However, in 2020-2021 the international graduate student enrollment decreased significantly. This latter timeframe included the global COVID-19 pandemic which may have been partly responsible for the enrollment decline suggested by Altbach & de Wit (2018). Graduate faculty members strategized specific steps to grow and sustain a successful doctoral program. Simultaneously, other factors were considered to increase international graduate students' recruitment. Since the program was not officially considered to be "STEM-based" the faculty are re-evaluating the curriculum in order to change our CIP designation. Best practices based on the analysis of student enrollment include 1) meticulous student record-keeping (e.g. 88 of 291 files were found to be fully complete) and 2)

re-classification of CIP codes may better align the program with past and emerging student enrollment trends. Researchers recommend consistent administrative attention to graduate program records. Data-driven strategic planning may support departmental efforts to strengthen approaches to recruiting international graduate students. This submission relates to the conference theme as it chronicles a departmental study of international graduate student enrollment trends over time. The study is significant as it contributes to a department's efforts to reinstate a Ph.D. program and to increase international graduate student enrollment.

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Implementing International Education through a Global Collaboration

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Background: During the COVID-19 pandemic, overnight the teaching-learning environment transitioned from face-to-face to entirely remote learning. International travel and education abroad opportunities were halted. With the pandemic, the paradigm on how to internationalize the curriculum was reconceptualized. The internationalization process would vary according to the level of students, content being taught, faculty experience, and available technology.

Nursing students have limited time and opportunities to become involved with international learning experiences beyond education abroad. One popular platform for international teaching/learning collaborations is Global Network Learning (GNL). GNL can allow nursing students to become globally minded individuals by participating in collaborative online international learning (COIL) experiences with students around the world. These international exchanges can assist students to develop cultural awareness and culturally safe nursing care. At the same time, students can learn about countries' responses to an identified global health problem, such as COVID-19, from multicultural perspectives.

Purpose: At the University of North Carolina at Charlotte, Nursing 8160 Global Health and Social Justice, a Doctor of Nursing Practice (DNP) course, provided an opportunity to establish a GNL collaboration with doctoral nursing students in Nigeria. The purpose of this presentation is to discuss how two schools of nursing, one in the United States and the other in Nigeria established the GNL collaboration.

Methods: Guided by the Global Health Advocacy framework, faculty from both universities identified university resources needed for this experience. Faculty also identified university requirements for collaboration, barriers and challenges, learning outcomes, and project sustainability. Students were assisted in identifying a global health topic to present. Scaffolded interactions allowed students to participate in ice breaker activities and post interesting facts about themselves and the other country. The final COIL assignment culminated in a PowerPoint presentation.

Results: A total of six doctoral students from the United States (n= 3; DNP) and Nigeria(n= 3, Ph.D.) participated in the COIL assignment. The global health topic that was chosen was *Human Trafficking*. The students addressed social determinants of health, the background, significance of the problem, social justice issues, a framework or ethical theory to address the problem, and how international workforce partnerships could be developed to formulate solutions for the problem. The PowerPoint presentation was attended by university administrators, the chairman of the Governing Council/Board of Nursing and Midwifery Council in Nigeria, and faculty, students, and nurses in both countries. The GNL experience was positively received by the faculty, students, and presentation attendees.

Implications: The global health assignment was a beginning attempt to prepare doctoral nursing students to address global health problems using a multicultural perspective. The COIL

assignment helped faculty to conceptualize lessons for promoting intercultural appreciation within the profession while leveraging technology to expand the global experiential learning experience. We plan to expand this collaboration to faculty and students in other countries.

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**Adding a Cross-Cultural Angle to a Global Marketing Class
Through Globally Networked Learning**

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A Global Marketing course already has an international focus. Students study the concepts needed to market a product or service to other international/cultural groups. But how can we make global marketing course content more real to the students? One way is to connect virtually with a similar class at an institution overseas to collaborate and learn their perspective on global marketing.

The University of North Carolina, Charlotte (UNC Charlotte) recently started the Globally Networked Learning (GNL) program. Globally networked learning allows for adding a module into a course with the goal of having students from a U.S. and non-U.S. university collaborate on a project together. The idea of students from two different countries working on a comparison project of different marketing styles created a way to bring concepts of global marketing into a class in a concrete manner.

This presentation will discuss the development of a GNL module for a Global Marketing course between students and faculty at UNC Charlotte and Tec de Monterrey, a Mexican university. The format of the module is as follows: one-week introduction, four to five weeks of a collaborative project, and one week for reflection/findings. The global marketing class focused on the service industry, specifically the fast food industry. The module compared the marketing and services provided at the same fast food chain restaurants located in the U.S. and Mexico. The presentation will include a discussion of the intercultural preparation provided for the students before beginning and throughout the module as well as the findings on if the goals of the module were achieved.

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“Bringing Students to *Italia Incantevole*, the Magical Country”

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In case someone would like to visit Italy or lead a tour to Italy--or would be interested in comparing notes with someone who has, I constructed this talk to focus on both the problems and successes of the trips, to highlight its enchantments, but also its darker sides. I organized and co-led five educational trips to Italy between 2000 and 2011 with 7 to 17 students and older adults. The tour focused on Rome, Naples, and Pompeii but extended to Florence on one occasion and another to an archaeological camp north of Rome.

In terms of methodology, this talk is based primarily on my impressions of the five tours and the twenty-two trips I have made to Italy over the last fifty years. In addition, I contacted various older adults who had participated and sent out an email to the Louisiana Scholars' College alumni, which was the source of most of the student participants in the tour. The feedback I received from the students was much smaller than I had hoped. Only two students provided detailed reflections on their experiences, although these were invaluable. One student provided copies of several pages of her fascinating journal, including sketches and photos. Students taking the tour for credit were required to keep a journal. If I were to build on my presentation, I would wish to make further attempts to contact more students and older adult participants. I would also interview the co-leader Janina Darling, formerly of the University of California Santa Cruz and now living outside Portland, Oregon.

This paper tries to capture some of the spirit of Italy, and therefore I drew on perhaps my favorite Italian book, the novel-like *Christ Stopped at Eboli* by Carlo Levi. This book provides the title for my talk since “enchanted” and “enchantment” are two of the most frequently used words in Levi’s account of his forced but amazing stay, due to Mussolini’s police, in the southern province of Lucania, or modern-day Basilicata.

Some of my pragmatic conclusions about leading a tour of Italy follows. Always have a co-leader. This is essential for handling the trip's myriad, often unexpected challenges and in case one of the leaders falls sick. Be aware that students and others may overdose on all the great art and architecture available in this most artistic of countries (one term for this malaise is “Stendahl’s syndrome”). Breaks need to be provided, or else the participants will take them on their own. Italy has an excellent and easily accessible health system, sometimes provided in curious places (e.g., in a building attached to the great cathedral of the wonder-working Madonna of Pompeii). Finally, Italy is a safer country, crime-wise, than the United States, but do watch out for pickpockets on city buses, streets, and near famous monuments.

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**“Is that you – or a bot ‘speaking’?”
Engaging with Artificial Intelligence (AI) to create robust global connections**

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Engaging with Artificial Intelligence (AI) to create robust global connections "Visit the website of a large international consulting group, and you'll be chatting with a "bot" – defined as "an autonomous program on the internet or another network that can interact with systems or users" (Oxford Languages, n.d.). Bots, or "chatbots," follow rules and "are not programmed to respond to changes in language, rather they have a structured dialog that answers specific questions by matching the user input to programmed answers" (Drift, n.d., para.13). It's different with an "AI chatbot," which can "operate more or less on its own, using a process known as Natural Language Processing, or NLP" (Drift, n.d., para.14) to answer questions the programmer hadn't thought of. Although we may be some distance from routinely and universally deploying these technologies to interact with website visitors and in other settings, other AI systems are already being deployed in fields as diverse as healthcare, policing, journalism, and data analysis.

These applications, however, may be limited to a particular environment, that is, a specific setting that does not necessarily connect with global needs and opportunities, nor do their designers necessarily envisage such connectivity. However, the COVID-19 pandemic has accelerated the adoption of collaborative working systems that enable domestic and international remote workers to develop strategies and advance projects together. Such systems have helped organizations throughout the world survive and even thrive in COVID-constrained times, even though they may produce side effects such as "Zoom fatigue" (Ramachandran, 2021). Yet the resilience some have shown is patchy, not necessarily typical of economies and their communication ecospheres around the world. Therefore, we ask, "How can AI help create robust connections that are global in scope – and what ethical issues might arise in the process?"

The rapid growth of AI – especially due to the COVID-19 pandemic – is bringing increasingly important and urgent issues, not least for professional communicators. This presentation shares soon-to-be-published research investigating the ethical advice that professional associations and major organizations give to professional communicators. Collectively, the advice is a good starting point; however, our analysis has shown that we need to go much further. Advice and recommendations are needed to help prepare communicators for shifting ethical landscapes in an AI-dominated future that transcends nation-state boundaries to create new connectivities--connections that ideally deploy AI to augment human capabilities, but that may not always do so. Because ethical issues prompted by AI implementations can produce genuinely new dilemmas, we contend that new ethics approaches are needed to complement

those to which communicators presently resort. For example, in a network that embraces both human and AI-driven capabilities, where is the locus of ethical accountability? In exploring such quandaries, our aim is not only to offer some interim answers but also to spur debate that, we hope, will aid the resilience that is increasingly required as communicators seek to build joint strategies for addressing the demands of an unstable, fluid, and challenging communicative landscape.

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Gender Differences in Risk Priming on International Travel Destinations

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The year 2022 marks a post-COVID return to normalcy for many areas of work, academia, and life. After two years of travel prohibition or extreme limitations, a broad range of short-term study abroad options has returned to most universities, even though US State Department travel advisories levels remain high. This is the first of three studies exploring the impact of reported risk on students' willingness to travel abroad. It reveals a risk priming effect that may help us shape marketing and pre-travel preparation for more successful programs as we rebuild our student programs for global interactions.

This phase of the study is based on a survey of students enrolled in a short-term faculty-led study abroad experience in spring 2020. It was conducted two months before the World Health Organization declared the COVID-19 outbreak a pandemic. Among expected findings, such as greater comfort with interactions in relatively low-risk countries, there were significant gender differences based simply on the sequence in which countries were presented to the participants. These included perceived comfort, international travel competence, and even attitudes toward the people in the foreign country.

If presented with a high-risk country first, men and women report the same comfort level; however, when presented first with a low-risk country and then with a high-risk country, the low-risk country has a priming effect that is opposite for men as compared to women, where men show a significantly higher level of comfort with the high-risk country as compared to women. This indicates that exposing a male to a low-risk country before a high country induces a more heightened sense of comfort with the high-risk country, whereas, for women, this negatively affects their sense of comfort with the country.

The study also explored the perception of students' own competence to interact in a foreign country. When exposed to a low-risk country before a high-risk country, women have significantly fewer feelings of competence as compared to when exposed to the high-risk country first, while men do not show any significant difference when shown the high-risk country after the low. Conversely, when exposed to a high country first, males have a significantly lower perception of the people of that country than if first exposed to a low-risk country. In comparison, women have a significantly lower perception of that country's people if exposed first to a low-risk country.

After two years of isolation and lingering apprehension of international travel, programs may need to be modified to increase willingness to participate and raise students' self-confidence in travel success and their perception of the people with whom they will interact while abroad. Recognizing these gender differences may help program leaders target pre-travel experiences and exercises to aid in student resilience to overcome their reluctance to collaborate and interact with foreign peers.

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Reimagining Global Pathways: Collaborative Efforts to Promote Well-being

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During the early stage of the COVID-19 pandemic, Northwestern State University of Louisiana (NSU), USA, launched the online platform, the Center for Positivity, Well-being, and Hope (CoPWH). The mission of the Center is to promote positive thinking, enhance well-being, and instill resilience and hope to members of the NSU family so they can enhance their lives, transform communities, and positively impact the world. The purpose of this study was three-fold: to share the collaborative efforts of launching a platform to promote well-being, to communicate the findings of action research of the collaborative efforts, and to reimagine global pathways to create a global well-being culture. In the first fold, researchers shared how to reflect, plan, and take action to launch a platform to promote well-being. The second fold highlighted an observation phase of the action research. It investigated how the Center for Positivity, Well-being, and Hope promotes the domains of well-being as described in Seligman's PERMA model of well-being. The study used mixed methods research design to answer two research questions (RQ). RQ1. How does the Center for Positivity, Well-being, and Hope promote the domains of Seligman's PERMA model of well-being in college students? RQ 2. In what ways does the Center for Positivity, Well-being, and Hope promote physical and mental health in students? Nineteen graduate students answered multiple questionnaires: PERMA-Profiler Measure (Butler & Kern, 2016), the PERMA-Profiler Measure overview (Butler & Kern, 2016), the CoPWH Evaluation I, and the CoPWH Evaluation II questionnaires (Self-developed questionnaires). The results concluded that the Center promotes well-being as described in the PERMA model and holistic health in college students. The third fold of the study provided the practical implication of the research and offered future partnerships to reimagine global pathways and create a global well-being culture.

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Inclusive Pedagogy among Francophone Students

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Inclusive Pedagogy is a student-centered approach in which teachers use classroom activities, assessments, and curricula to foster students of diverse backgrounds. Promoting diversity in the curriculum and raising global awareness of international issues among students is critical because it brings inclusion to the classroom. This research focuses on populations of immigrants from Central Africa, primarily francophone countries. Inclusive Pedagogy will support English-Language Learners and create a welcoming environment for students of francophone backgrounds. Studies show a rising increase in Cameroonian immigration to the U.S. This is primarily due to the ongoing anglophone crisis. Teachers and school faculty can ensure that multiculturalism and global awareness are present for African immigrants by practicing cultural sensitivity, incorporating diversity into lesson plans, and having active discussions of global issues. This research aimed to provide primary and secondary educators with ways to avoid racial discrimination within the classroom. The inspiration for this project arose from a series of teaching observations within a low-performing middle school and noticing the lack of inclusion for Black immigrants of francophone backgrounds. Students were offered little to no support in navigating the language barriers of Statewide testing and disengagement of course material. This research was important because it provided insight and raised awareness of the lack of inclusion among African students found in Charlotte Mecklenburg Title 1 schools.

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How to Build Global Connections

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Globalization is a process that moves businesses, organizations, workers, technology, products, ideas, and information beyond national borders and cultures (Amelia Josephson, 2022). Many scholars who study globalization and its effect on the world divide global connections and activities into five categories which are: economic, social, cultural, political, and environmental. They believe one needs to nurture an understanding and appreciation of diversity, inclusion, intercultural awareness, intercultural communication, and intercultural learning to build global connections. In the process, prioritize, then seek alignment, communication, governance, and transparency. Ian Goldin and Mike Mariathan stated that people must equip themselves with the skills, knowledge, and understanding of communicating and collaborating in culturally inclusive and responsive ways to interconnect, share passions, and save the world. The 2022 Global Risk Report shows a 6% Vaccination rate in the poorest 52 countries, 97% public debt-to-Gross Domestic Product (GDP) in 2020, 84% of experts worried or concerned about the world, 51 million increase in extreme poverty projections, and 197 countries aligned on the Glasgow Climate Pact. Moreover, study on global connections in education leads to learning through gaining new insights, discovering unrevealed aspects, and recognizing seemingly unrelated connections. Cassidy (2018) stated that the youngest learners should be prepared to communicate globally because that will be their future, and technology helps establish these global connections even in classrooms. It brings a sense of empathy and awareness to students. Finally, as educators, it becomes our mission to move towards global connection. A global perspective increases empathy and interaction, which leads to serendipitous learning, and connection brings in new experiences.

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**Promoting Literacy through Family Literacy Festivals:
Steps to Plan and Implement a Literacy Project in Belize**

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The planning process for an international, professor-supervised service-learning trip was outlined and discussed within a frame of reference that centers on research coupling early literacy and parenting skills. The development of a plan to travel to Belize with college students to collaboratively design and implement family literacy festivals at Belizean libraries required a four-step process that included 1) researching early literacy needs, 2) building on previous success with Louisiana-based family literacy festivals, 3) researching in Belize to learn more about their culture, resources, and systems of government, education, and economics to create a collaborative effort between stakeholders, and 4) determining short-term and long-term goals both for Louisiana travelers and our Belizean partners. Initial travels to Belize were conducted to observe the country's culture and the economic struggles of young families with children. Subsequent interviews with government and education officials made evident the need for greater literacy skills in the population for the intended outcomes of improved reading skills and an enhanced local economy.

Previous research indicated that in the United States, parent programs that revolved around literacy had a moderate to large impact on the children's oral language skills, literacy skills, and general cognitive skills at the early childhood level (National Early Literacy Panel, 2008). In alignment with that body of research, four Family Literacy Festivals were implemented across Louisiana, and results indicated that both parents and children increased the amount of time spent in shared read-alouds. Furthermore, college students engaging in this service-learning opportunity developed a better understanding of the trials experienced by impoverished people and developed skills in both storytelling and communicating effectively with parents. With these outcomes in mind, researchers wondered whether other English-speaking countries would have similar outcomes while experiencing a culturally relevant Family Literacy Festival.

Using an ethnographic perspective, observations of families and interviews with officials in the government, the library system, and the teacher preparation program of the university system were used to determine Belizean beliefs, values, and practices. The overarching goals of the three-year plan include benefits to young children and their families in Belize, educational, social, and cultural benefits to participating pre-service teachers, and research opportunities for involved university students and faculty. The primary long-term goal for our Belizean partners is to gradually become more independent in planning and implementing the activity with each

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successive iteration. Travels to Belize, along with internet meetings with international collaborators, provided information about the location and accessibility of libraries, the degree of poverty experienced by families with young children, and the general attitude toward improved literacy as a route to improve educational outcomes and overall economic condition. As a Memorandum of Understanding was developed between collaborators, the following items were discussed, having been researched and agreed upon: participating collaborating agencies, goals, daily itineraries, budgets, safety plans, and recruitment plans.

Recognizing the importance of an ethnographic lens, the kinds of agencies to collaborate with, and the types of details needed in a plan between international collaborators can benefit others looking for international experiences for college students.

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Making the Sustainable Development Goals a Reality

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The purpose of our paper presentation is to describe and report on the creation of an undergraduate student organization focused on raising awareness and taking action on the Sustainable Development Goals (SDGs). The paper connects with the Phi Beta Delta conference theme of “Collaborative Resilience: Recreating Global Pathways.” We highlight the development of The Sustainable Development Goals Club, better known as The SDG Club, and describe how this club is an example of creating a global pathway for building resilience and taking action on the United Nations’ Sustainable Development Goals. The SDG Club emerged as the brainchild of the lead author, who participated in the Millennium Fellowship led by the UN. The Millennium Fellowship selects campuses around the world to create projects addressing the SDGs.

Before this Millennium Fellowship, the lead author struggled with a problem that so many young people can relate to, which is the question: What difference can I make on a global scale when I am only one person? Using an auto-ethnographic research design, the paper examines and reports on the impact of the Millennium Fellowship, which led to the nascent of The SDG Club at UNC Charlotte. The paper describes how the Millennium Fellowship was pivotal in three specific ways: 1) it provided a network of passionate peers who shared concerns about the globe and the desire to take action; 2) it shed light on how few university students actually know about the SDGs; 3) and it empowered and equipped the participants with the knowledge and skill that they *could* actually make a difference.

From the Millennium Fellowship experience, The SDG Club was born. The SDG Club grew from 1 to 6 members to now over 30 members and a faculty advisor. The SDG Club’s mission is to be a place for passionate people to come together and make changes in their community for a better and more sustainable future. The SDG Club is making a significant impact in the community through initiatives like the Crayon Project, which is connected to SDG #4: Quality Education and SDG #13: Climate Action.

The SDG Club partnered with nearly 40 local restaurants to collect their single-use, soon-to-be-thrown-out crayons. The collected crayons were peeled from their paper wrappers, melted

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down, and molded into new, thicker crayons that are easier for small children to hold on to and use. SDG Club members donated these new crayons to kindergarten classes at two local elementary schools. They included seed paper recycled from the crayon wrappers to plant and a coloring sheet about the SDGs to color. The SDG Club members introduced and taught young children about the Sustainable Development Goals. Teaching children about the SDGs at a young age can bring hope for a more sustainable future. In sum, The SDG Club started from just a seed of an idea and, within a year, is inspiring changes to help make the university and surrounding community better educated and healthier.

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China's Belt and Road Initiative and Global Development

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The formulation of China's Belt and Road initiative (BRI) was introduced by President Xi Jinping in 2013. The main aim of the BRI is to offer a platform to intensify connectivity for all people globally (Sarwar-Aalam et al., 2019). Concurrently, the talent enhancement strategy could reinforce the participating countries' efforts toward policy, infrastructure, and financial partnerships (Sarwar-Aalam et al., 2019). Based on the current literature, numerous experts have a consensus that there is a historical linkage between BRI and the original Silk Road (Chatzky & McBride, 2020). For China, the purpose of constructing the Silk Road was to realize the westbound extension during that era, which cultivated trade connections among the countries in Central Asia with transport networks that expanded to over several thousand miles to Europe (Chatzky & McBride, 2020). This paper aims to examine the BRI program by focusing on China by addressing the significance of the primary motivations for the initiative, its expected goals and potential issues, and its impact on global development. The paper comprises five main sections: 1) provides an overview of BRI coupled with its connection with the ancient Silk Road, and 2) considers the main motivators for the conception and the intended goals of the program. Furthermore, this section examines China's domestic development and its global orientation with key emphasis on cooperation, openness and inclusion, and mutual learning and benefits, 3) examines the vision, scope, and geographical coverage of BRI, and 4) explores the challenges of the implementation of BRI with focuses on uncertainties and potential concerns, 5) notes the implications for global development. The fundamental principle of the BRI is to promote sustainable economic progression by compounding key development ingenuities and not to pose imperilment to other countries. It is important to note that the BRI's inclusiveness goes beyond disseminating scholarships and infrastructure development plans. The BRI's central aim is to impact the consequential Chinese policy, development approaches, foreign diplomacy, and future investment to forge and assist advancement in regional and global markets. The BRI has the capacity to engage its participating countries in the aspects of "physical, political, cultural, financial, and psychological interactions" (Sarkar et al. 2018, p. 632). From China's perspective, the BRI refers to a multilayer of opportunities to extend and obtain its economic development. In addition, BRI is considered a tactical reimagining of China's position on the global platform in conjunction with a diplomatic prospect to gain a more influential role in global development. From other participating countries' perspectives, BRI carries multiple meanings. While new bridges and roads are appealing, looking at the future, there could be an undesirable impression of the country's sovereignty. These concerns hinge on China maintaining its fundamental ideal of BRI in working toward an economic environment that holds the features of harmonious synchronicity, mutual collaboration, sustainable development, and shared benefits for all partnering countries.

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**Global Education Mapping Study: Implications for Historically Black
Colleges and Universities (HBCUs)**

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Global education and study abroad initiatives are tools that not only enrich students' academic experiences but also improve student success outcomes while preparing students for baccalaureate degree attainment (Henbroff & Rusz, 1993; Lincoln Commission, 2005; Desoff, 2006). Given the success of study abroad and other global education initiatives experienced at predominately white institutions, students served by historically black colleges and universities have found themselves unable to provide such opportunities and experiences to their students (Desoff, 2006; NAFSA (Association of International Educators), 2003; Institute of International Education, 2006; National Center for Education Statistics, 2006a, 2006b). As the popularity of global education increases and as administrators and faculty at HBCUs prepare to expand their programs, it is critical to understand faculty and students' localized interpretation of the world and develop appropriate curricular, student engagement, and organizational infrastructure that not only teach global understanding and awareness but also provide a structure for students to have a global experience. Therefore, to better understand the global education experiences of HBCU faculty and students, a global education mapping case study (Yin, 1994) was conducted to provide insight into this phenomenon.

Data were collected over one year, including written narratives, document reviews, interviews, observations, and student questionnaires. Thirty university faculty, staff, and students were interviewed regarding their study abroad experiences at their respective HBCUs. Written narratives regarding their experiences were used as part of the triangulation process. Archival data from 2010-2021 were reviewed to document global education events, study abroad offerings, international campus events, and international guest lectures. Observation data were obtained from attending one multicultural international event. A student questionnaire was sent out to all 1500 on-campus nondual enrollment students. Two hundred students responded to the survey. To increase the study's trustworthiness, Merriam (1998) six strategies for confirmability and trustworthiness were used.

Results from this case study revealed that institutional culture, resources, human capital, curriculum, on-campus multicultural education activities, and the construct of social influence (showing direct benefits to HBCU students and peer pressure) were major determinants for whether an HBCU could create, sustain, and attract black and brown students to participate in global education and study abroad. Results also indicated that HBCU students often desired to study abroad but lacked the financial means and resources to participate. They struggled with

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understanding its importance, were afraid of international travel, and had never been approached to participate. Results also indicated that university leadership had little to no expectations for study abroad and global education and often placed global education on the lower tier of institutional strategic priorities. Results also indicated a need to examine curriculum at the discipline level to increase global education competencies.

Implications of this study can assist university leadership in creating and sustaining an organizational infrastructure needed to advance global education and study abroad for black and brown students at HBCUs, as well as the types of research-based strategies to cultivate interest and connect to students' academic interest.

Finally, implications can be shared with the board of trustees to better support HBCU initiatives from a strategic standpoint that allows for international development, partnerships, and institutional expansion into other countries. Implications for student and academic affairs suggest that more outreach, recruitment, and scholarship are needed to improve access and interest in studying abroad and global education.